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ABSTRACT

In an exploration of the role of the community college president, the economic, management, and public policy and educational dimensions of higher education are first reviewed, followed by an historical sketch of the president's role at Montgomery College, Maryland, in its development from one to three campuses. Next follows an analysis of administrative structures, participatory governance patterns, college external relations, and board relationships from the presidential perspective. Statements are then evolved describing the roles as they should be at Montgomery for the president, the academic vice president, the administrative vice president, the assistant to the president, and campus deans, along with implications for change in each of these positions. Finally, recommendations are made to the governing board regarding position descriptions and titles under a multi-campus system, the revision of participatory governance systems from college-based to campus-based, the altered role of the board of trustees, student governance maintenance, and the continued use of community advisory groups. The appendices contain a bibliography on the college presidency, listings of interviewees and interview questions used in researching the paper, revised position descriptions, a statement of multi-campus management principles, and the 1966-76 Montgomery report on college development and service. (RT)

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Across New Thresholds:

CHANGING DIMENSIONS OF THE PRESIDENCY OF MONTGOMERY COLLEGE

A Report to the Board of Trustees
Of Montgomery College

Prepared by
William C. Strasser,
President, Montgomery College

October 3, 1977

JC 770 567

"The president of an American college or university serves in a most precarious situation, swinging isolated on a pendulum that never rests midway between social extremes, and caught between rising expectations of accountability and declining flexibility of action."

Barry Munitz, Presidential Evaluation: An Assessment of Institutional Leadership, mimeographed paper for the Fund for the Improvement of Post-Secondary Education, March 1976, 40 pages.

ACROSS NEW THRESHOLDS: CHANGING DIMENSIONS OF THE PRESIDENCY OF MONTGOMERY COLLEGE

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PREFACE

A person who has experienced, has been caught up in the free spirit of great universities in America -- their many pursuits, their leisure, compulsions, joys in curiosity, their contemplations, their sometimes expansive and sometimes narrowly focused intellectual and emotional intensities, their passionate challenges of the past, the present, and the future, and the endless ebbing and flowing, the meanderings, the explorations of the fullness and the mystery of life -- that person has been caught up in the vitality that sustains and renews American freedom and America's achievements. The preservation and the continuing renewal of such a delicate essence as a university, as American higher education in its varied and changing forms, are the primary, the continuing goals of those who teach, those who govern, and those who administer colleges and universities in America. Toward the fulfillment of those goals this report and its recommendations were written.

William C. Strasser
Berkeley, California
August 1977

BACKGROUND

During the development of the Montgomery College as a multi-campus community college, and especially since the fall of 1965 when the Rockville Campus opened as the second campus of the College, it has been necessary to reexamine and to modify the role and scope of the College as well as its organization, policies, and procedures in order to serve the increasing tens of thousands of residents who look to the College for service. The evolution of these pragmatic, organizational, policy, and procedural dimensions has at times been very rapid and required very prompt response without allowing, in all cases, for as much time for total coordination as might have been desirable. Thus, various aspects of the College developed at times more rapidly than other corresponding aspects--somewhat like the changing physical evolution of an adolescent growing toward physical maturity--and it has been necessary from time to time since the mid-1960's to take stock of the status of various components of the College and to establish a new framework for the more immediate and tentative future. This developmental evolution has impacted the role of the President of the College as well as other aspects of the institution. It is the purpose of this report to the Board of Trustees to establish a contemporary and reasonably forward-looking framework for the definition of the role and responsibilities of the President of multi-campus Montgomery College in 1977, with some thought as to the nature of that role in the more immediate future five years. The Board of Trustees requested the President to provide recommendations on this matter, and this report has been developed in response to the Board's request.

The report is organized in five major sections, in addition to this section of "Forewords," and various appendices intended to provide detail on various aspects of the report. The report concludes with a section on recommendations to the Board regarding the role and responsibilities of the

President of the College and related areas insofar as changes in the role of the President would require or suggest changes in other aspects of the operation of the institution. This report is written at a most opportune time in view of the current self-studies of the College associated with the reaffirmation of the accreditation by the Middle States Association and in view of the relatively recent organizational pattern established for the Office of the Academic Vice President.

In order to prepare the report, I applied for and was appointed as a Visiting Scholar at the University of California at Berkeley for several weeks in late July and early August 1977. This affiliation with Berkeley enabled me to use various resources of the University, to read in bibliographical references, and to arrange a series of interviews with knowledgeable practitioners of multi-campus administration, especially heads of multi-unit community college districts and heads of individual campus units of multi-unit community college districts. The area of Berkeley and the San Francisco Bay is probably among the most densely populated areas insofar as multiplicity of multi-campus institutions may be concerned. Hence, the opportunity afforded me to read, to interview knowledgeable people, and to reflect and to write at Berkeley was most helpful in allowing me to gain perspective and to develop what I hope will be substantive and significant recommendations for the future role of the President, the roles of some of the other major administrators, and some aspects of a more effective and efficient Montgomery College.

ACKNOWLEDGMENTS

I am very deeply grateful to the Board of Trustees for the opportunity to prepare this report and wish to acknowledge their thoughtful and helpful suggestions and support. I also am deeply in the debt of those at Berkeley who offered me an appointment as a Visiting Scholar, especially Professor Dale Tillery, who served as my faculty sponsor, and Dean Merle Borrowman, Dean of Education at Berkeley. These two gentlemen and their staffs were most cordial and helpful in the arrangements and accommodations they made for my office, interviews, and use of University resources while there.

To others I also owe acknowledgment, particularly the people listed in the appendices, with whom I was able to conduct interview sessions of several hours each. They gave generously of their time to discuss a series of questions on the role and dimensions of higher education as they may have a bearing on the role of a chief executive of a multi-campus community college.

SECTION I

SOUNDINGS ON FUTURE PROSPECTS
FOR HIGHER EDUCATION AND MONTGOMERY COLLEGE

Reference Bibliography

Perspectives from Administrative Practitioners

In order to develop some perspective on future dimensions likely to affect public community colleges (which, in higher education, are the only locally oriented, comprehensive colleges in the American "system"; and, thus, affect the office and role of the community college president, two sources were used. Each of these sources constitutes a subsection of Section I. The first source was a reference bibliography of books and articles dealing with aspects of public higher education, the social and behavioral sciences, and management and administration of higher education and complex organizations. The second source was a number of individual practitioners or former practitioners of community college multi-campus administration or of administratively related community college functions. These individuals, who primarily were chief executives of individual community college campuses or chief executives of an entire multi-campus or multi-college community college district, were interviewed during late July or early August 1977 as a part of the research conducted through the University of California at Berkeley. In the appendices of this report is included a reference bibliography, listing some of the references used for background purposes. Also in the appendices is a listing of those persons interviewed.

REFERENCE BIBLIOGRAPHY

In order to develop a sense of perspective on likely future developments that could affect public higher education in the next five or so years, a number of concepts in bibliographic references, reviewed in whole or in part, were read for summary in this report. By and large, the concepts deal with the following dimensions: economic, public policy, educational, and management. Although the dimensions are not mutually exclusive, they do provide a reasonably convenient, if somewhat oversimplified, manner or organizing perspectives derived from or stimulated by the bibliographic references used. The number in parentheses appearing in the following paragraphs refer to the particular reference listed in the bibliography in the appendix, in the event the reader would care to review any of these references to a greater extent than is possible in this paper.

Economic Dimensions

Undoubtedly, the major challenge now facing and likely to continue to face higher education is the problem of the economics and financing of higher education. This prospect--of economic analysis of the value of higher education and the extent of public funding available for higher education, and the question of how much the consumer of higher education should pay in tuition and fees for that higher education--this prospect with all of its uncertainties is a recurrent theme in virtually all analyses of higher education and the future. Henderson and Henderson (15), Heilbroner (14), the Southern Regional Education Board (32), Rushing (30), and the Carnegie Commission on Higher Education (11, 24) have published various articles and reports on the economic and financial prospects for America or higher education in the more immediate future. The economic prospects appear likely to create a continuing climate of scarce fiscal and material resources, a relative lowering of the amount of discretionary income available to individuals, and the possible lowering of some standards of living for American citizens. Prudent management of existing resources will likely become even more important in the future than it has been heretofore. Greater justification of requests for public revenues will undoubtedly be required at all levels of government for whatever total amount may be available and for whatever proportion of the total amount that higher education may wish to obtain. Further, if the consumer, that is, the student, is to pay an increasing dollar amount for higher education, in the face of inflationary trends, the programs and services of institutions of higher education will need to be increasingly perceived by the consumer as valuable in order to justify to the consumer the expenditure of his or her diminishing resources for higher education instead of for other necessities or desirables of life.

Public Policy Dimensions

Inasmuch as public higher education is very substantially dependent upon the decisions of elected public officials, in terms of budgetary appropriations as well as in terms of legislation that may affect the operation and accessibility of colleges and universities, a number of authors and researchers point to the increasingly greater prospect for higher education to become a matter for much public policy dispute in the years immediately ahead. Already underway, and likely to increase in intensity, is the public debate and questioning of the value, role, scope, quality, coordination, and control of public education. These questions and debates now have begun to characterize the actions and issues that regularly confront local governmental bodies, state legislatures and governors, the Federal government, and the various courts across the country. What may be emerging is a de facto redefinition of the functions of public elementary, secondary, and higher education in order to conserve public funds and in order to provide a greater clarity of commitment and responsiveness from individual institutions and from various systems of public educational institutions. As an example of the prospect and challenge confronting colleges and universities in the domain of public policy, several quotations or paraphrasings from two of the reports of the Carnegie Commission on Higher Education can be cited. From the report titled Priorities for Action of the Carnegie Commission, the following list is taken in order to indicate how much, in terms of the priorities identified by the Commission, all of these priorities touch upon, to one degree or another, the public policy established by various governmental bodies:

1. Clarification of purposes for higher education.
2. Preservation and enhancement of quality and diversity in higher education.

3. Advancement of social justice through higher education.
4. Enhancement of constructive change in higher education and society.
5. Achievement of more effective governance in higher education.
6. Assurance of resources and their more effective use for higher education.

In another report of the Carnegie Commission, titled More Than Survival, the authors of the report generally state that the problem for higher education in the United States, if there is to be more than simply survival, is for institutions of higher education and systems of higher education to maintain the following:

1. Universal access to higher education.
2. Enlargement of the creative capacity of American society, through higher education, to solve its many problems
3. Institutional vitality in a time of scarcity of resources and stability of economic elements.

"Greater public purposes remain to be served," the Commission states on page 4 of More Than Survival, but the Commission points out that such matters as the following need to be addressed in order for institutions to experience more than a survival situation:

1. Identification of the areas of public need to be served by the institution.
2. Greater institutional flexibility, especially in view of the fact that, in the opinion of the Commission, higher education is caught at this time with many rigidities in a situation that calls for some fluidity.
3. A sense of mission, identity, and a separate character, which should be achieved through a self-analysis and the development of a coherent strategy.

4. A search for greater "productivity" as opposed to "cost pass through practices" of early times.

5. Shifting and reallocating resources to make better use of them.

No doubt many other aspects of higher education will undergo scrutiny in greater or lesser detail, but suffice it to say, for the purposes of this paper, that public policy regarding higher education is indeed in flux and likely will continue to shift somewhat uncertainly and unevenly in the years more immediately ahead.

Educational Dimensions

Although the literature regarding educational prospects for the future is more than abundant, it may be sufficient, for the purposes of this paper, to point out some of the prominent educational threads that seem to be weaving their ways toward the hazy horizons of the future. Five sources provide some provocative thoughts for this paragraph: Henderson and Henderson (15), Cremin (7), Wirtz (32), Heyns (16), and Healy (13). Of major interest is a point of view expressed by a number of authors, but perhaps most concisely and comprehensively by Cremin in Public Education--namely, that education should be redefined as life-long and should take into account the many institutionalized forms that exist, e. g., schools, colleges, universities, television media, the press, discussion and action groups, apprenticeships, family nurturing, and museums, among others. Cremin argues that if renewal and growth and adaptation are the functions of education, then some newer and contemporary definition of educational institutions, in the context of all of the institutionalized forms for education, should be developed through extensive public examination and questioning regarding the current status of public education. Cremin notes that there is considerable disenchantment regarding public education, pervasive throughout America, with an increasing clamor for redefinitions and rededication of educational institutions. Wirtz points to the present dilemma of youth and older citizens in America who wish meaningful employment but who are faced with diminishing prospects for employment opportunities. He cites many factors that likely will cause an oversupply of available talent for an undersupply of jobs. He calls for new dimensions of youth internships or apprenticeships for young people because of the lack of employment opportunities for them at present and likely in the future. Such internships or apprenticeships would

be under the sponsorships of local and state government, through legislation, planning, and control, and with participation by various institutions of higher education. Healy lends an articulate voice to the need for rethinking and restructuring the liberal arts and attempting to introduce systems of values in higher education so that there will be a value-oriented rather than an existentialistic and non-value oriented approach to teaching and learning in higher education. Heyns, citing the great proliferation of governmental regulations being imposed by public demand on institutions of higher education, believes that a reexamination by the higher education community should be initiated to create a greater public trust and confidence in the self-regulating nature and integrity of institutions of higher education. Heyns states (on page 13 of his article): "I do urge you to ask questions about the basic idea of self-regulation and about the purposes of accreditation itself. I urge you to ascertain whether there are areas in which techniques of self-regulation can be developed within your own institutions."

Henderson and Henderson raise many questions associated with the future of education in collegiate and university settings. Some of the future dimensions of education discussed by Henderson and Henderson are included in the summary of other authors immediately preceding. However, these two authors point also to other aspects of education which will require attention in the future: the preservation of intellectual freedom in higher education, a reorientation of liberal general education to a worldwide contemporary context (using various intercultural perspectives from both the Western and the non-Western cultures), reintroducing human values in the curriculum and its courses, including courses dealing with science and technology, and opening the doors of higher education more fully to all types of students and potential students.

Thus, it is clear that many of the concepts and approaches to education which heretofore have formed some of the unquestioned assumptions for programs and services in higher education potentially will become anachronisms or will be recast in different terms in the years ahead.

Management Dimensions

Not only are the economic, public policy, and educational dimensions for higher education going through various metamorphoses and portend change in the future, but also various management dimensions associated with higher education are in flux and create a different context for the overall management of single- and multi-campus institutions. The reference bibliography contains a number of texts and analyses associated with management. The purpose of this part of the report is to point out several of the management concepts that seem to suggest different perspectives on management and management relations in higher education in the more immediate future.

Perhaps most awesome, from a point of view of containment and accountability for institutional responsibilities and management, is the emergence and burgeoning of regulatory requirements of various governmental and quasi-governmental agencies. Several authors have articulately pointed to these realities and somewhat difficult prospects ahead, for example, the Carnegie Commission in The States and Higher Education, the American Council on Education in Education and the State, Henderson and Henderson in Higher Education in America, Heilbroner in An Inquiry Into the Human Prospect, the Southern Regional Education Board in Will Higher Education Be Ready for the 80's?, and Heyns in an article titled "Our Best Defense Against Regulation." There appears to be no end to the regulatory requirements that are emerging at all levels of government, within the decisions of the judicial system, and to some extent even within

the operations and standards generated by various regional, national, and specialized accrediting associations. The degree of freedom of an institution, and the multiple and sometimes conflicting accountability of a single institution to many agencies and publics, looms large and somewhat unpleasantly on the immediate horizon. The balancing act that administrators and boards of trustees must perform in the face of all of these currents and crosscurrents, perhaps too numerous to list, seems to grow in difficulty from day to day.

Another aspect of management that is in process of significant change is the relationship between governing boards and various unions or organizations representing employees. The days of informal, intimate collegiality appear to be more and more a characteristic of the past than of the present or future, as collective bargaining begins to introduce many formalities in governance relationships within many community colleges across the country and within other types of institutions of higher education. Collective bargaining obviously requires a commitment to detailed contractual agreements affecting salaries, wages, and other working conditions, with the legal requirement for strict adherence to the letter of any negotiated collective bargaining agreement. Thus, management, including the Board of Trustees, must be prepared to be quite specific, analytical, and accountable for institutional operations as perhaps never before. The financial constraints that many institutions face only add to the difficulty of reaching agreements that can be funded and appropriately administered. Management styles and management responsibilities tend to change substantially when collective bargaining is established in individual institutions. The role and functions of relationships with faculty obviously change also in such a context of negotiated agreements. References in the bibliography explore these prospects.

As various governmental agencies require greater accountability from individual institutions for the expenditure of public funds and for the discharge of institutional functions, and as students expect services of a substantial nature for the monies they pay in tuition and fees, so also does an institution face a period of mounting needs for answers to questions related to the cost effectiveness of the institution. Cost effectiveness is a long-standing practice, concern, and management approach in private enterprise in the United States. However, among institutions of higher education, the concept and the application of the concept are relatively new and, to some, represent a foreign aspect of institutional accountability. Further, some believe the practice of cost effectiveness in institutions of higher education may be contrary to the purpose or general approaches of educational institutions. Nevertheless, each year the necessity and demands for such accountability seem to increase and provide a basis for decisions related to continuing or increasing funding by government. A number of the bibliographic references cited above in this section touch in one way or another on this prospect.

Finally, the literature and research on multi-campus management, although not extensive, do point to some principles and emerging practices that relate to management approaches in education. In a publication in 1969, Kintzer (19), addressing the general principles that should be associated with the administration of multi-institution (or multi-campus) community college organizational units, states on page 50:

> "At the multi-college/multi-campus clinic held at American River College, Sacramento, California, in the fall of 1964, B. Lamar Johnson suggested three principles that should govern a multi-campus

district. They are still excellent principles: (1) Efficiency, to avoid needless and costly duplication; (2) Consistency of policy and practice; (3) Initiative (freedom) on individual campuses."

Regarding the central office management of a multi-campus district or institution, Kintzer points to two relevant general guidelines: first, that a chancellor, or chief executive of the district, represent the Board of Trustees and be responsible for general administration of the entire district; and second, that two types of administrative functions should be performed by the central office, namely, business functions and functions related to instructional program overseeing and coordination. Then Kintzer provides two relevant guidelines regarding campus functioning in a multi-campus operation: first, that each campus have as much autonomy as possible, and second, that experimentation on the campus level be encouraged and supported.

Henderson and Henderson (15) make the following observation about multi-campus institutions, on pages 225-6:

> "Lee and Bowen (1971), in a major study of multi-campus universities made for the Carnegie Commission, said that the principal roles of the central administration relate to specialization, diversification, and cooperation within the system. A central office is able to extend specialized services to campus units because it can mobilize more energy and resources for such purposes than can the separate units. The staff can be especially effective in planning and allocating resources because they gain a bird's-eye view of needs; they can easily assemble empirically gathered information, and they can rise above the pressures from localized, competitive demands. They can be more objective because their personal interests are not so involved."

This point of view, namely, the need for judgment in management beyond an individual campus in a multi-campus setting, is reinforced by an article in a recent publication of the Association of Governing Boards (1) dealing with "Multi-Campus Dialogue." The advice that is given to the head of a multi-campus district or institution is to "maintain your independence from the campuses" in order to be able to achieve system-wide overall judgments in the perspective of the entire institution rather than any one of its particular campuses.

In a publication of the Carnegie Commission (20) regarding Managing Multi-Campus Systems, the following advice is given to multi-campus administrators for the years immediately ahead, when there will be unsteady-state conditions for multi-campus systems (see page 149): There should be "continuing and conscious awareness that most decisions, most of the time, are better made at campuses than centrally; and "equal awareness that some decisions--often the hardest ones--must be made by the central administration and the governing board." Further, in another study by the Carnegie Commission, Governance of Higher Education, a recommendation on page 15, regarding multi-campus institutions, is that there should be "reasonable decentralization to the campus level" in multi-campus systems. On page 23, the authors state: "The spirit of academic free enterprise has parallels with the spirit of economic free enterprise in eliciting effort and accountability." Further, in this same Commission report, on page 35, the Commission recommends that boards of trustees review governance patterns every four to five years in order to make certain that the patterns fit the current needs and appropriate functions in these rapidly changing times.

Although the foregoing observations have dealt with some management principles in general, an observation by a social scientist, in Maslow's Eupsychian Management (21) on pages 188 and 192, may be useful to administrators and boards in considering the administrative personnel who might manage

multi-campus endeavors in such uncertain and rapidly changing times. Maslow states that "Creativeness is correlated with the ability to withstand the lack of structure, the lack of future, the lack of predictability, of control, the tolerance for ambiguity, for planlessness." He further states in this connection "For the creative person who is able to improvise, plans are definitely no more than heuristic scaffoldings and can be cast aside easily without regret and without anxiety." In an unsteady time, the creative ability to change and to maintain a reasonably orderly climate of change becomes a more vital dimension of administrative style, though change and uncertainty are unsettling factors for any institution and its personnel at any time.

PERSPECTIVES FROM ADMINISTRATIVE PRACTITIONERS

In order to develop pragmatic perspectives regarding future prospects for possible use at Montgomery College, interviews were conducted in late July and early August 1977 with seven community college chief executives in multi-campus community college districts in the greater San Francisco metropolitan area. Also, interviews with two other persons knowledgeable of community college administration were conducted during the same interval of time. The administrators interviewed were either chief executives of multi-campus districts (or multi-college community college districts), or were chief executives of colleges or campuses within multi-campus or multi-college community college districts. The other two persons interviewed were knowledgeable of various contemporary problems and prospects related to community college districts or multi-campus community colleges. The names and titles of the individuals who were interviewed are included in one of the appendices of this report. The questions posed to the administrators who were interviewed are included in the appendices also. Essentially the purpose of the interviews, aside from gaining perspective from

current practitioners in multi-campus situations, was to consider the general organization of responsibilities assigned to the chief executive of the entire multi-campus district or the chief executive of the campus or college within the multi-campus district. Additional consideration was given to the identification of future prospects for higher education and multi-campus community colleges. The balance of this section of the report is subdivided into five topics: organization of multi-campus community colleges, responsibilities of the chief executive of the system, responsibilities of the chief executive of a campus or a college within the system, participatory governance within the system and its campuses or colleges, and future prospects.

Organization

By and large, in terms of the seven institutions at which these interviews were conducted, the over-all organizational pattern was essentially one in which there was an executive head of an entire multi-campus district and an executive head of each campus or college unit within the district. The chief executive of the entire system reported directly to the Board of Trustees and typically was titled Chancellor and/or Superintendent. The title of President was assigned to the head of an individual campus or college within the district. The magnitude of staffing at the district level (comparable to Montgomery College's college or central staff) varied somewhat, depending upon the ability of the district to duplicate services and staff on each of the campuses, as opposed to centralizing them within one district-wide office. One multi-college district visited was in a transitional stage at the time of the interview, and there was in that district a mixture of central and campus offices reporting to the head of the multi-campus system. Collective bargaining had just recently been initiated by law in California at the time of the interviews, and it was apparent in the comments of those interviewed that

the functions of the central or system-wide staff and chief executive were increasing as a result. The system-wide staff was responsible for representing the Board of Trustees in the negotiations and in the general overseeing of the administration of any negotiated contracts. No system visited for interviews negotiated separate contracts for each of the campuses or for colleges within the multi-campus system. Only one system-wide contract for a particular type of personnel was negotiated, under the auspices of the Board of Trustees and its more immediate staff, in consultation with appropriate chief executives within the multi-campus system.

Responsibilities of the Chief Executive of the System

The comments of the administrators interviewed regarding responsibilities of the chief executive of the system made clear that the chief executive bore very little if any direct responsibility for the management of campus operations. The chief executive of the system was responsible for providing or recommending policies and procedures related to the entire system, but not for the administration of those policies and procedures on a particular campus. Such responsibility for operational management was assigned to the head or chief executive of the college or campus within the system. The chief executive of the system was expected to serve as the person who provided appropriate recommendations and analysis to the Board for overall policy consideration, as an active participant in State matters (State supervision and policy at the State level in California was becoming increasingly greater at the time of the interviews), as chief coordinator of the internal management systems of the multi-campus district, as chief and community spokesman for the interests and needs of the entire system, as receiver of recommendations from the heads of the campuses or colleges within the system, as receiver of advice and recommendations from faculty, students, and staff (essentially through the

chief executive of the individual campus or college within the system), and as a participant in various professional groups whose concerns relate to the planning, development, and problem solving necessary for a community college district. Increasingly the chief executive of the system was becoming involved in the coordination and adaptations necessary for collective bargaining between the Board and employee unions or organizations. The number of internal advisory groups giving advice directly to the chief executive of the system was relatively few, inasmuch as the participatory patterns for governance, as indicated below, were established at the campus or college units within the overall system rather than at the system-wide level.

One of the chancellors interviewed, when asked what the district or system-wide office, and thus the major functions of the chancellor's office should be, stated four dimensions: legal accountability, service to the individual colleges within the system, coordination system-wide, and leadership for the district.

The observations and comments of both the chief executive of the entire system and the chief executive of the campus or college within the system, were essentially congruent regarding the role of the chief executive of the system and the general role of the chief executive of the campus or college within the system.

Responsibilities of Chief Executive of a Campus or a College Within A System

The responsibilities of the president of a college or campus within the multi-campus systems considered in this report were essentially five fold. One major function for the campus president was leadership in planning the development of programs and services of the individual campus

or college within the system. A second function was the responsibility for the entire educational program and service of the campus or college within the system, including its day-to-day management, its evaluation, and its extension into the community. A third general function was the day-to-day operational responsibility for the administration and management of the campus, including business management, analysis, and budget administration and development, within the policies and procedures of the Board and the entire multi-campus district. A fourth function was to establish and work with various advisory groups within the campus, including faculty, students, staff, and sometimes community representatives, on matters associated with the operation, development, and planning for the campus. These advisory groups reported essentially to the head of the campus or to administrators on the campus. Fifth, the campus president was responsible for providing advice to the chancellor, based on the president's interaction with various campus administrators and campus faculty, students, and staff, and based on the president's knowledge of the policies and procedures of the college and the need for adapting or modifying those policies and procedures. The president was the spokesman for the entire campus and was responsible for making recommendations which the president felt appropriate for the vitality and effectiveness of the campus as one unit within the entire system.

Participatory Governance

As indicated in the paragraphs above, participatory governance within the multi-campus districts whose chief executives were interviewed for this report was essentially through systems of groups and councils on the individual campus rather than in system-wide context. Such a pattern of campus participatory governance had been reasonably longstanding or firmly established

in virtually all of the districts visited, even those with relatively recently established campuses. Such matters as curricula, various academic regulations, patterns of commencements, social relationships, student activities and athletics, selection of personnel, evaluation of campus programs and services, and development of capital and operating requests were campus rather than system-wide in orientation. Though there were some councils of a general nature at the district or system level, with some advisory functions associated with the office of the chancellor or superintendent, these participatory dimensions, if they existed at all at that level, were very few and relatively limited in their scope. Collective bargaining generally is beginning to provide formal mechanisms for such system-wide matters as salaries, benefits, general working conditions, and other considerations included in the law. Participation in those matters for various College personnel is through the collective bargaining agent or union. Persons from the campuses or colleges within the system who wish to reflect their opinions to the Board, generally do so in the context of the particular campus concerned rather than as representatives of two or more campuses. There were advisory community groups functioning at some of the institutions visited, such advisory groups providing ideas or recommendations either at the campus level or the district level.

Future Prospects

One of the chief executives interviewed rather concisely summarized the future prospects and problems that he thought likely would need to be faced in the next five years. This person summarized those matters in three subject headings:

1. Qualitative problems - that is, how to improve the educational effectiveness of the institution

2. Quantitative - obtaining sufficient funding to enable the institution co fulfill its functions, and serving sufficient numbers of residents of the community to warrant support from the community and the State.

3. Contextual - how to cope and progress in the face of the State-level "invasion" of local authority and responsibilities; how to integrate at the local level the various desires of local governmental and and community agencies that wish to provide the same or similar services that the College itself provides; and how to meaningfully relate and participate in the increasingly greater development of State legislation and overseeing of institutions by the State legislature and agencies of the State government.

Though the general observations of this particular chancellor probably pithily focus the prospects and problems of the future, it may be helpful to include in this section of the report the wide range of comments indicated by the people interviewed, including the two persons who were interviewed but who are not practicing administrators at that time. Thus, listed below is a kind of catalog of problems and prospects identified by those interviewed:

- Generating public confidence in the quality of the institution
- Developing a viable relationship with the various governmental bureaucracies
- Competing for the "social dollar" at a time when it is increasingly difficult to finance college operations to the extent desired

- Relating constructively and meaningfully to the conservative reaction from the "middle class" regarding public policy for higher education
- Attracting, keeping, and providing some stability and continuity in the chief executive position and in the major administrative positions of the College and system, in view of an apparent increasing reluctance of persons to aspire to and assume the increasingly complex and perhaps increasingly contentious factors with which a chief executive and major administrative staff must contend
- Maintaining a collegial spirit in the context of collective bargaining
- Developing consortia and regional cooperation among institutions and agencies
- Making the tenure of chief executives less precarious
- Clarifying and perhaps restructuring the role and scope of the three major segments of higher education (university segment, State college segment, and community college segment), with an awareness that some colleges or operations may be subject to consolidation or elimination
- Maintaining an enterprising spirit and initiative at a time when institutions are requested to do more with less and when the degrees of freedom may be fewer
- Providing reorientation to the community college programs and services so that a greater range of age is encompassed and higher education as a formal experience is viewed with lifelong dimensions for persons in the community served by the college

- Clarifying what the community college, as compared to other types of educational institutions and agencies, will be responsible for in the field of career education
- Managing an institution in conditions of a steady-state economy, the national and world economies unquestionably affecting the local economy
- Managing with increasingly stringent financial conditions
- Determining part-time faculty rights, tenure, and benefits
- Establishing new centers for higher education throughout the district in appropriate places
- Maintaining as decentralized a system as possible
- Attempting to eliminate or at least moderate the "penalties" that sometimes accompany unpopular decisions or modifications even though the management decisions are sound
- Developing among all college personnel a sensitivity and a willingness to become community related in programming and servicing
- Developing imaginative and functional programs for the elderly
- Helping faculty to know and respond to what's going on "inside the heads" of contemporary young and middle-aged students
- Attempting to find ways of increasing income from tuition and fees without denying accessibility of the institution to those who can benefit from attending
- Maintaining an enterprising spirit
- Overcoming and coping with the mistrust that may be generated by collective bargaining

- Making institutions responsive to the needs of the handicapped within the fiscal constraints faced by institutions
- Maintaining institutional accountability and uniqueness in the face of the increasing involvement of the judicial system in policy and procedural matters of individual institutions.

SECTION II

HISTORICAL PERSPECTIVE ON THE PRESIDENCY OF THE COLLEGE

The Deanship: One Small Campus--1946-1965

The Presidency: Two Campuses, Almost--1965-1974

The Presidency: Three Campuses and Community Services--1975 to Date

THE DEANSHIP: ONE SMALL CAMPUS--1946-1965

As the recent history of the College prepared by Professor Emeritus William L. Fox rather clearly indicates, Montgomery College for approximately 20 years enjoyed the status of a relatively small, intimate, and compact institution. The involvement, small-group interaction, and participation of faculty, administrators, students, and staff in the day-to-day life of the Montgomery Junior College at the Bethesda-Chevy Chase High School and at the Takoma Park Campus were relatively continuous, reasonably paced in time dimensions, and fairly extensive because the relatively few full-time professional and staff personnel and students could be easily involved and were in close proximity to each other on a geographically small campus. The pace of change, the involvement of external agencies, and public policy demands likewise were relatively few compared to the context in which Montgomery College began to operate in the mid-1960's and must operate today. Of course, many of the faculty and some of the staff who were associated with the College in those first 20 years still serve at the College, and have many fond memories of the days when life was indeed simpler and relationships with the chief executive and others at the College were more personal and ongoing than can be the case in the mid-1970's.

The chief executive officer of the College at that time was titled "Dean," and the Dean reported to the Superintendent of the Montgomery County Public Schools, or his designee, the Superintendent serving as the chief executive officer for the Board of Education, which carried the corporate authority as the governing board of the Montgomery Junior College as well as of the Montgomery County Public Schools. Thus, the Dean, through 1965, in this formative period of the College, was not the chief executive of the College in the full sense of the term, inasmuch as the Superintendent was the person who reported to the Board and the Superintendent's staff provided various services

to the College, such as payroll, personnel, purchasing, and various elements of capital programming, among other services. The Dean's role during this period interfaced with relatively few administrators at the College, with relatively few business operations within the College, and with relatively few local government and State government agencies, compared to what exists in the mid-1970's. Obviously, the role of the Dean did not encompass responding to the various problems arising in more recent years from various government regulatory authorities and legal and court actions. Obviously, also, the Dean was not responsible for managing collective bargaining, for the law did not permit such authority to be exercised at the College. The Dean could manage and administer the College as a dependent institution within the school system in a context of gradual growth and increasing public support and public funds, unlike the context faced by the College in the late 1960's, with its many uncertainties and rapid changes, changes that continue to characterize the American and Montgomery County economy and higher education today.

THE PRESIDENCY: TWO CAMPUSES, ALMOST--1965-1974

When Montgomery Junior College opened its second campus in Rockville in the fall of 1965, the Board of Education, which at that time served as the Board of Trustees of the College, had decided that the chief executive officer of the Montgomery Junior College should be titled "President" rather than "Dean" because of the emerging multi-campus nature of the College. Accordingly, the President took responsibility internally for two campuses instead of one, beginning in the fall of 1965, but continued to report to the Superintendent of Schools administratively and continued to receive many of the business and management services of the Montgomery County Public School system, such as personnel administration, procurement, payroll, accounting, etc. The Superintendent, until January 1969, continued to be the chief executive officer for the Board of

Education (also the Board of Trustees of the College) and coordinated the overall administration of the College with the public school system and various governmental agencies.

Beginning in January 1969, as a result of a change in State law permitting the formation of a separate Board of Trustees for community colleges in Maryland, the College began to operate under a separate Board of Trustees appointed by the Governor, with corporate authority to govern the College exclusive of the school system and with total responsibility under the law for the institution and its overall administration. At that time it was necessary administratively, under the policies of the new Board of Trustees, to rapidly and vastly expand the administrative services of the College to provide within the College itself those administrative services that before that time had been performed by the Superintendent and his administrative staff. The President of the College at that time also began to report directly to the Board of Trustees and, as required under the law, assumed the functions of Secretary-Treasurer to the Board of Trustees. Thus, the President, virtually overnight, became responsible under the law for the total complement of administrative services and overall functioning of the institution and became responsible for the services of an independent Board of Trustees, at a time when the College was growing extensively in numbers of students, programs and services offered, community relations and involvements, capital construction projects, and relations with State agencies and local governmental groups whose interest in the College and its accountability for performance were beginning to assume major dimensions.

However, although the College operated as a two-campus institution from 1965 to about 1974, it was necessary to make many policy and administrative decisions in tentative or uncertain contexts because of the major uncertainties

surrounding the future and the condition of the Takoma Park Campus, the status of which had been questioned both by public policymakers at the local and State level and by citizens in the courts; thus, the organizational pattern of the College and the specific responsibilities of the President were to some extent tenuous at best, insofar as multi-campus patterns were concerned, and there was, for good reason, considerable reluctance to make reasonably firm and far-reaching commitments to organizational patterns until the multi-campus status of the College could be clearly resolved. Hence, adaptations were made on a tentative or short-range basis in order to avoid overcommitment and in order to maintain as economical an approach to the management of the College as possible.

Added to the uncertainty regarding the overall multi-campus commitment of the College was the on-again, off-again planning and commitment to the third campus for the College in Germantown. The uncertainty about the status of the campus in Germantown obviously required delaying organizational and staffing commitments or making commitments only in a tentative context. Further, during the early 1970's, there was considerable discussion and potential for the establishment of fourth and fifth campuses for the College, and the institution faced seemingly endless requests from public officials and community residents for expanding campus and programmatic endeavors. Also, at this time, the Office of Community Services of the College was undergoing a very marked and rapid increase in enrollment and extent of success. Thus, again, the possibility of eliminating the Takoma Park Campus, combined with the uncertain possibility of establishing the campus in Germantown, combined with serious public discussion and requests for fourth and fifth campuses, added on top of extensive growth in Community Services' continuing education endeavors, consumed much administrative energy and led to the understandable and wise decision to delay, or to adopt slowly new elements of administrative operation, or to revise and to reverse some decisions of an earlier date which had been outdated or legally made

irrelevant by changing public policy circumstances at State or local governmental levels.

The reader no doubt can conclude from these relatively few statements about the administrative history of the College from 1965 to 1974 that any reasonably clear and long-term definition of the role of the President and of the organization of major operations of the College might indeed have been futile, if not simply unproductive. Tentativeness and adaptativeness were necessary elements in the management patterns of the College during those very uncertain and shifting times.

During this period, the role of the President generally encompassed overall direct supervision of the administration of the two campuses, relating through the Dean of Administration to collegewide administrative services, the development of community advisory committees and long-range master plans of programs and services for the College, the overseeing of major efforts for the planning and construction of more than $40-million worth of capital projects and site acquisition, the planning and preparation and follow-up for meetings of the Board of Trustees, the funding of increasingly greater multi-million dollar operating and capital budgets from local and State authorities, the frequent modifications of various operations of the College to accommodate the booming growth of enrollment in on-campus and off-campus credit and non-credit activities, and the substantial diversification of the courses and curricula of the College. Virtually all of these matters were rooted in broad participatory involvements of faculty, students, staff, administrators, the Board of Trustees, citizens' groups, and various public officials.

By 1974 the long-range perspective of Montgomery College, insofar as number of campuses and the overall role and scope of the College were concerned, seemed to be emerging in a relatively firm context. The situation that faced

Montgomery College in the early 1970's, namely that of being a multi-campus institution with only one campus whose future was reasonably assured, seemed to be fading, fortunately, into the dim recesses of the history of the College, instead of re-emerging day by day as unknowns to be pondered, planned for, dismantled, reassembled, and reincarnated in some other form. By 1974, as a result of approximately 10 years of uncertainty and rapid growth and change, it was increasingly apparent that the fragments and tentative commitments of what the College was and where it was going could now be examined with the hope of creating a relatively stable multi-campus institution, instead of relying in part on multi-campus concepts and in part on concepts that grew out of the former one-campus institution and out of tentative practices of a one-campus institution moving uncertainly toward its ultimate multi-campus status. By the end of 1974, it was relatively clear that there would indeed be two campuses of the College, with the strong possibility of a third and, perhaps in the long-range future, a fourth campus, plus an extensive off-campus commitment to Community Services throughout the County. Slowly and deliberately after 1974, administrative attention and Board policy were directed toward establishing a reasonably consistent framework for the organization and operation of a multi-campus community college. However, some of the residual anachronisms of the single-campus past remained to be reassessed and possibly repatterned or changed.

THE PRESIDENCY: THREE CAMPUSES AND COMMUNITY SERVICES--1975 TO DATE

By 1975 the President of the College had become responsible for the general supervision of three separate campuses and a separate Office of Community Services, with a reasonably certain degree of assurance of the redevelopment of the Takoma Park Campus and the initiation of the campus in Germantown. However, by that time the substantial increase in relationships with the local government and the increasing complexity and authority of the State in affairs related to

community colleges, plus the major regulatory bureaucracy evolving at the Federal level, required continuing attention from the Office of the President and those central administrative offices responsible to the President. It was becoming more and more difficult for the President to give time to the general coordination and overseeing of the three campuses and a very substantial operation in the Office of Community Services. The President further found it necessary to repattern some of the central offices of the College so as to bring into more immediate interaction with the President those functions associated with institutional research, internal auditing, policy and procedure matters, and some of the functions associated with the preparation of materials and recommendations for the Board of Trustees. Thus a reorganization was authorized by the Board in 1975, essentially to restructure the immediate staff support offices for the President, under an Executive Assistant to the President, and to create a new office of Academic Vice President, who would be responsible for the coordination and overseeing of the three campuses and Community Services plus the collegewide functions associated with support of the educational programs and services of the campuses. By June 1976, these new offices had been created and persons appointed to initiate a new general organizational pattern for the College and its campuses. Much had already been accomplished in 1967 to decentralize the administration of the campuses to the campus deans and to the Dean of Community Services for the continuing educational program of the College. The campus deans had been delegated in the late 1960's the responsibility and authority to manage the campuses within the policies and procedures of the College (including applicable local ordinances and State and federal law and regulations) and to make recommendations regarding such changes in policies and procedures as in their judgment might be appropriate for the operation of a particular campus or all of the campuses.

The administrative structure of the College had been clearly decentralized by the late 1960's, albeit with the aforementioned uncertainties about the future of the Takoma Park Campus and the uncertainties regarding the establishment of additional campuses. The participation of faculty, administrators, students, and citizens of the County in the development of various policy dimensions and planning efforts of the College had been very substantially increased beginning in 1967 and continuing through to the present time. However, the system of formal committees and advisory bodies within the College continued to remain in the context of a one-campus operation, with virtually no decentralization of the participatory system except for some committees and assemblies at the campus level and except for the student government organization, which once was collegewide but became campus based in the late 1960's.

The participatory system remained essentially one-campus in its structure for various reasons, though encouragement and support for change to a multi-campus pattern has been given by the President and the Board. One reason is that the uncertainty about the future of the Takoma Park Campus and the complexity associated with the initiation of the campus at Germantown may have discouraged confidence by the campuses in taking action to alter the essentially one-campus system, inasmuch as only the Rockville Campus seemed assured until about 1973-1974 of continuing as a campus, perhaps the only campus, of the College. Another reason may well be the fact that many faculty and staff did not recognize the extent of authority that had been delegated to the campus deans under the decentralization of the administration of the College in 1967. Another factor may have been the residual belief that the College was essentially one institution and, therefore, each campus should be like the other campuses, and hence the college level, rather than the campus level, was the important participatory element for involvement. Further, there were and to

some extent still are faculty and staff who were associated with the College prior to the establishment of the Rockville Campus and who were comfortable with and desirous of continuing a one-college concept even though the geographic dispersion of the College made that very difficult, if not impossible, to effect. Also, there may have been some belief that participation in the governance of the College should be with the person who carried the title President rather than with the person who carried the title Campus Dean, inasmuch as the title President historically has denoted responsibility for a campus, which, in a one-campus college is the college (Montgomery College, of course, is a multi-campus institution, and the campus dean functions more like a college president in terms of the overall management of a particular campus). Thus, the inertia of the organization of participatory patterns stemming from the one-campus, one-college concepts of the first 25 years of the history of the College has continued to the present date and has commingled with the administrative decentralization that took effect about 10 years ago.

SECTION III

CURRENT STATUS AND PROBLEMS OF THE PRESIDENCY OF THE COLLEGE

Administrative Structure

Participatory Patterns

External Relations and Requirements

Board Relationships

Chart Showing List of Officials, Board Functions and Advisory Groups Reporting to or Relating Directly to the President

ADMINISTRATIVE STRUCTURE

Basically, the administrative structure of the College as presently constituted seems to be sound in its general format and functional in its operation. There are, however, some minor shifts and possible addition of administrative services that may need to be established at the college level, and some slight repatterning of the organization at the campus level. Further, though no endorsement or recommendation for or against collective bargaining is intended in this report, it would seem prudent now to give thought to what administrative services may be necessary <u>if</u> the College should engage in collective bargaining, <u>if</u> the legislature adopts enabling legislation and <u>if</u> College personnel elect to engage in collective bargaining under that legislation. The following paragraphs summarize particular dimensions of the aforesaid administrative services which the President of the College believes need attention:

1. The roles of the Campus Dean and the Campus within the multi-campus structure of the College need clearer focus, visibility, and potential for leadership at the campus level as a coordinated part of the College. Much authority has already been delegated to the Campus Dean, although, as indicated above, relatively little recognition is given to the authority that now resides with the Campus Dean. A "fuzzy" image and perception of the Campus Dean's responsibility seem to persist. Again, the inertia of the past, the uncertainty about the future, and the one-campus structure of the participatory system have tended to make difficult, if not impossible, the actualization of a fully implemented leadership and management role for the Campus Dean.

2. There is a compounded commingling of Campus <u>and</u> College matters in the various and sometimes overlapping internal advisory and participatory systems of the College and Campus. Much of this stems from the manner in which the internal advisory systems are structured and presently functioning and from the lack of recognition of the substantial authority vested in the Campus Dean and the campus administration for the operation and leadership of the campus.

3. The roles of the two Vice Presidents, the Assistant to the President, and the Administrative Assistant to the President need to be more clearly viewed and conceived as a part of the Office of the President, as a conglomerate, and need to be given a somewhat better general articulation of responsibility as a part of the Office of the President. Especially, the role of the Academic Vice President needs to be viewed in this context rather than in the context of being responsible simply for the management and overseeing of Campus and Community Services operations.

4. The titles of the Campus Deans and the President tend to cause confusion about their respective roles, as noted above. Essentially, the Campus Dean has the authority to manage a campus in a manner analogous to that of a college president, but without all the responsibilities for external governmental relations, fund raising, long-range coordination, and Board relationships. If the State law can be changed to allow the Board of Trustees to change the title of the President of the College to Chancellor, then it may be appropriate to retitle the Campus Dean as Campus President or President of the _____ Campus. If the State law cannot be changed to permit such a retitling of the President, then, perhaps, the title of Campus Dean should be changed to Campus President or Chancellor or Campus Chancellor so as to connote the very extensive authority and responsibility of the office of the chief executive of the campus.

5. In view of the fact that some college personnel have consistently through the past two or more years expressed their desire for and have lobbied for legislation to permit collective bargaining at Montgomery College, it would seem prudent and necessary to consider that possibility in terms of the future functioning of the Office of the President and in terms of the kinds of organizational structures or accommodations that would need to be made in the event that collective bargaining is established at Montgomery College. Legislation may indeed be introduced and enacted during the coming session of the General

Assembly in Annapolis, and the College does need to be adequately prepared for such a new approach to personnel relations, management, and overall functioning as an educational institution, if such an approach comes to pass.

6. During the course of the past year or so, the auxiliary enterprises of the College have successfully been centralized in order to provide a maximum of economic efficiency and a maximum of service and coordination to the campuses. Inasmuch as auxiliary enterprises was an operation on each campus, responsible to the Campus Dean, but, under the recent centralization, was established as a collegewide service office, the transition for auxiliary enterprises seemed most logically to be appropriately effected through the office of the Academic Vice President, who was responsible for overseeing all campus operations. However, the Academic Vice President really should not be burdened with coordination of daily operations directly out of his office, in order to preserve the function of the Academic Vice President as an overall leader and manager regarding campus coordination and articulation. Therefore, it may be appropriate to shift the auxiliary enterprises services at the college level from the Academic Vice President to the Administrative Vice President in the near future.

7. The Germantown Campus is anticipating its opening on its site in the fall of 1978, and the library and learning resources facilities at the Takoma Park Campus are virtually complete. In view of the fact that the Rockville Campus has provided various library-related and learning-resources-related services to all campuses and to Community Services for several years, the Academic Vice President has been reviewing the structure and role of library and learning resources on the Rockville Campus, where there has been an administrative vacancy for several years in the combined area of library and learning resources. In order to maximize utilization of positions and personnel in these two areas, it may be desirable to centralize certain aspects of these two functions and

to consider some reallocation of positions and resources accordingly and/or to redefine aspects of the role of the Rockville Campus library and learning resources in servicing other campuses and Community Services on a more permanent basis.

PARTICIPATORY PATTERNS

At present the internal participatory patterns of the College tend to be more college-oriented than campus-oriented. The major structures for curriculum, academic regulations, academic occasions, salary and benefits, calendar, and other operational areas stem out of a collegewide Faculty Senate, with participation in the Faculty Senate's committees on occasion by students, administrators, and staff. The Faculty Senate has taken the position that it advises only the President of the College and reports those recommendations to the President, even though the recommendations may directly affect each or all campuses similarly or differentially. The Germantown Campus faculty and staff and administrators have established an extensive campus participatory governance system; thus, the Faculty Senate includes only two of the three campuses of the College and does not include the faculty in Community Services. Faculty are members also of some participatory systems on each campus, but in different functional areas from the Faculty Senate in some instances and in overlapping areas in other instances. In any event, each faculty member is assigned administratively to one particular campus, where virtually all his or her assigned functions are performed.

Likewise, the staff organization essentially is collegewide, and the Staff Senate is advisory to the President of the College administratively. The administrators of the College, whether they are campus or central office administrators, have developed a college organization, titled the Administrators' Advisory Council, in order to advise the President of the College. On the other hand, the student government is a campus organization, advisory to the campus dean. Obviously, these comminglings and overlappings have the potential for

causing many people to think that the President's role is essentially an operational role inasmuch as virtually the entire participatory system is advisory to the President rather than to the Campus Dean, who is indeed the major chief executive of the campus. Some clear-cut policy decision needs to be made in the very near future in order to structure the participatory system in a manner that is consistent with the administrative structure of multi-campus Montgomery College. There must be a means whereby certain matters, such as salary and benefits and leave policies, can be addressed college-wide by appropriate representative groups, but the overall functioning of a campus would seem to need a campus locus for participatory systems regarding the operations and development of the entire campus, to enhance the potential for input and for responsiveness to campus students in regard to the special dimensions of his/her campus. The student governments long ago realized this and abandoned efforts to operate student government on a college-wide basis instead of or in addition to a campus basis. The entire internal participatory system needs to be more functionally oriented to the campus, and that change needs to be effected as soon as possible. Such shifts in participatory patterns should help to create greater participation of people, to increase the spirit of campus academic enterprise on and off campus, to provide more focus on campus development and campus goals and campus long-range planning, to create more efficient campus administration, and to improve internal communications both on the campus and between the campuses and the various central offices now that the College has established the office of the Academic Vice President. All will know that the Campus Dean has been and is indeed responsible for the campus, has authority as such, is accountable for its operations, and has a clear and comprehensive set of advisory groups on the campus to advise the Dean and to work with the Dean on campus matters.

EXTERNAL RELATIONS AND REQUIREMENTS

As stated in other parts of this report, in the last five to ten years there has been a tremendous burgeoning of liaison, articulation, coordination, regulation and overseeing of public colleges and universities by local, State,

and Federal agencies of one sort or another, not to mention the actions of the judiciary system as they may affect public colleges and universities. Most of these external relationships have had an impact either on the considerations of the Board of Trustees or on the day-to-day operations of the Office of the President. The central office of Montgomery College has been essentially the office that has attempted to cope with and provide the response and articulation necessary to maintain the increasing degree of accountability expected by all of these external governmental bodies. There is no indication of an abatement of these external governmental complexities and requirements; indeed, there is every indication that all levels of government, as well as the courts, will likely increase in their involvement or impact on public colleges and universities in the United States. The Office of the President, and to a considerable extent, the President, must direct many of these external relationships in order to carry out the responsibilities of the President as the chief administrator and executive of the institution, as the Secretary to the Board of Trustees, and as the Treasurer to the Board. Many meetings, many items of correspondence, and many official documents associated with the interests of various governmental agencies and the courts must be reviewed by the President, or prepared under the general supervision of the President, or prepared directly by the President to some degree. Within an average month, approximately one-fourth to one-third of the time of the President is given to matters associated with such external, governmental and regulatory authorities as the local government, the State government, the Federal government, various accrediting authorities, and the judicial system. The President cannot be relieved of this increasing operational and policy dimension of external governmental relations and regulatory requirements that affect the functioning of the institution.

There also is another presidentially interfacing factor developing rapidly in public higher education, namely collegiate collective bargaining. Obviously, collective bargaining entails an agreement between the Board of Trustees and the particular group of employees designated by the law. As the chief executive officer of the Board, the President must give time and thought to the process and provide for the overall coordination and administration of any contract and agreements authorized through the collective bargaining process. Thus, on the horizon for Montgomery College, should collective bargaining materialize, is a potentially new responsibility which will have a direct impact on the functioning of the President of the College--a further complication in the number of external (in this instance, a separate entity often referred to as a union) groups whose functioning relates, at least in significant degree, to the Office of the President.

Further, community and various advisory groups have been utilized by the Board of Trustees in years past and likewise probably will continue to be used to provide for responsiveness by the College and its campuses to the needs and interests of the community and of the students and of the personnel at Montgomery College. Advisory groups and community groups who provide advice to the Board, also link to the Office of the President, and that link should and does require the consideration and services of the Office of the President for effective articulation and administrative consideration. There is no indication that this external dimension of the President's responsibility will diminish in importance or degree. Indeed, it too may increase periodically as a factor in overall college administration and management, as the public takes greater and greater interest in the fiscal and service dimensions of institutional performance.

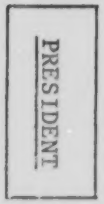
BOARD RELATIONSHIPS

As Montgomery College has become increasingly larger, increasingly more diverse, increasingly more participatory in its approach to institutional development, increasingly related to and accountable to local, State, Federal, and

judiciary bodies, and increasingly desirous of being responsive to the community dimensions of its role as a public institution, the functions and role of the Board have increased and required the attention and service of the President of the College. Under Maryland law, the President serves the Board of Trustees in three capacities, in addition to serving as the chief administrator of the College itself--Secretary to the Board of Trustees, Treasurer to the Board of Trustees, and chief executive for the Board of Trustees. The number of Board meetings has increased during the past five or six years in response to the multiplicity of college matters and public policy matters which the Board has been called upon to address. It is essential for the President to assist in the routine functioning of the Board by providing continuing orientation for new Board members (possibly two or more per year) so that they may acquire understanding of the College and may feel satisfied that they are sufficiently informed to make the decisions that they are called upon to make. Further, the Board interfaces with the local government in its various budgetary and public policy matters, interfaces with the various State boards and elected State executive and legislative officials, as well as the judiciary, and interfaces with some of the national Board associations and accrediting organizations in order to keep informed or in order to represent the College at various governmental levels in relationship to policies of the Board or problems of the College. In all of these matters, the President of the College should provide service and the time of himself and/or his staff in order to prepare for and follow through after these various Board-governmental activities. Additionally, it is often appropriate and essential for the President to participate with the Board or Board members in these various governmental and professional meetings and activities. Obviously, these new demands on the Office of the President have required a substantial increase in the time which must be allocated for Board matters.

CHART SHOWING LIST OF OFFICIALS, BOARD FUNCTIONS AND ADVISORY GROUPS REPORTING TO OR RELATING DIRECTLY TO THE PRESIDENT

In order to illustrate the number of people, meetings, advisory groups, and functions that the President of the College relates to, the following chart was prepared. Although some aspects of relationships have not been included on the chart, which chart is admittedly a somewhat simplified illustration, and although there are interactive networks among these various personnel and groups (which further complicate the relationships), it should be apparent from the chart that the President at present indeed has at least a great abundance of advice and a significant degree of responsibility in time dimensions for the coordination of various administrative offices and for services to the Board of Trustees in its many functions and many actions on behalf of the College. As indicated in the paragraphs above, it is fully expected that many functions of the President associated with external governmental matters and Board-related matters (including perhaps collective bargaining) will increase substantially in the near future, and seem to increase daily. Therefore, it would be highly desirable at the Presidential level in the very near future to delimit to the fullest extent possible those functions and advisory relationships which have more bearing on the operation of particular offices or particular campuses, rather than to have those individuals and groups continue to function as advisory essentially to the President.



Administrative and Staff Officials

Academic Vice President
Administrative Vice President
Assistant to the President
Dean of the Faculty
Administrative Assistant to the President
Secretary to the President
Appelate reviews of administrative decisions
Attorney
Ad hoc committees or groups to advise the President

Board

Board meetings
Chairman and agenda planning
Board orientation
Board and Operating Budget
Board and Capital Budget
Consultants to Board
Advisory Committees to Board
Collective bargaining relations and considerations
Local and State government relations
Board and court reviews
Secretary to Board
Treasurer to Board

Advisory Groups and Relations

College Advisory Council
Faculty Senate
Staff Senate
Administrators' Advisory Council
College Curriculum Advisory Council
Maryland Council of Community College Presidents
Maryland State Board for Community Colleges
Maryland State Board for Higher Education
Maryland State Board of Public Works
County delegation to State legislature
State legislature
County Executive's staff
County Council and its staff
Professional associations
Regional accrediting agency
Specialized accrediting agencies
Periodic meetings with individual College faculty, administrators, staff, student government leaders, community advisory groups

SECTION IV

IMPLICATIONS FOR THE ROLE OF THE PRESIDENT OF MONTGOMERY COLLEGE

Roles for the President and the Major College and Campus Administrators

Implications for Changes in Roles and Responsibilities

ROLES FOR THE PRESIDENT AND THE MAJOR COLLEGE AND CAMPUS ADMINISTRATORS

In this section of the report, an attempt will be made to draw upon the information and experience represented in the preceding three sections of the report in order to establish some brief role descriptions for the President of the College and for the major college and campus administrators, in terms of the present context of the college and the likely prospects faced now by the College. The roles described in this section are essentially a sorting out of what it would be reasonable and functional to expect of the President and the major college and campus administrators, at a time when the overall administrative structure of the College is relatively stable and well-grounded in the experience and expectations for a multi-campus institution. The role descriptions contained in this section are a statement of what should be, rather than a statement of what the roles are at the present time. Roles at the present time are a mixture of the effects of the administrative decentralization of 1967 and the residual participatory governance patterns for a one-campus institution (rather than for a multi-campus institution). The roles at present are not as anticipatory as they should be of some of the potentially time consuming and complex relationships that are now facing the College in its multiple-government relationships at the local, State, and Federal levels; nor are present roles anticipatory of the potential impact of collective bargaining, should the present desires of some of the faculty and staff for collective bargaining approaches be realized; nor are the present roles as fully anticipatory as they should be of the complexity and magnitude of responsibilities inherent in operating, coordinating, and maximizing the potential of a three-campus institution with a major commitment to continuing education through collegewide community services. The role descriptions contained in this section do take into account these various factors and should be a sound basis for creating a viable administrative

organization and institutional approach to the next five or so years for the operation of Montgomery College.

A second subsection of this section deals with the implications of these roles for changes that should be made in the responsibilities and accountabilities of various major college and campus administrators, especially the President of the College. The implications as specified in this section will be translated in Section V of this report into specific recommendations to the Board of Trustees for changes in position descriptions, roles and functions of particular offices, and several policy statements from the Board of Trustees regarding several unresolved organizational matters and several statements regarding principles associated with the role of the Board of Trustees and the management of this multi-campus institution.

Roles for the President and the Major College and Campus Administrators

By and large, in describing what the role of the President of Montgomery College should be, it will be necessary also to describe what the roles should be for the Academic Vice President, the Administrative Vice President, and the Assistant to the President, because these four positions function in close coordination with each other. Furthermore, if the role of the President becomes what is described in this report, some of the functions the President now performs must be delegated or assumed by others, including in some respects the campus deans and the Dean of Community Services. The general impact of changing the role of the President, insofar as that change affects the role of the campus deans and the Dean of Community Services, will be contained in the second subsection of this section of the report, under the heading of "Implications for Changes in Roles and Responsibilities." Obviously there is an interacting network of relationships that must be taken into account if the role of the President is to be changed, as it should be, so that the President can assume responsibilities for those matters most

appropriately expected of the President and so that the President can more expeditiously and effectively move the College forward in its many areas of responsibility in recognition of the legal responsibility and overall mission of the Board of Trustees.

President's Role

The following sentences state the general role for which the President of Montgomery College should be responsible:

1. The President should be concerned foremost with the overall functioning, development, and leadership of the College in its educational service to the community, within the role and scope of the College as defined by the Board of Trustees and the appropriate State agencies.

2. The President should provide for the ongoing evaluation of the effectiveness of the College and the institutional responsiveness of the College to the community and to the requirements of appropriate groups and agencies.

3. The President should be responsible for the appropriate planning and servicing of the official needs and responsibilities of the Board of Trustees, who serve as the legal governing board of the institution.

4. The President should serve as the Secretary to the Board of Trustees, as required by State law.

5. The President should serve as the Treasurer to the Board of Trustees, as required by State law.

6. The President should provide administrative assistance to the Board of Trustees when the Board of Trustees, as a corporate body, initiates or responds on behalf of the College to various governmental and policy regulating groups and organizations.

7. The President of the College should recommend to the Board of Trustees from time to time appropriate policies and modifications to policies that will provide for the effective and efficient operation of the College as a community

higher educational institution.

8. The President of the College should provide for orientation of Board members relative to the nature and status of the College.

9. The President of the College should recommend to the Board appropriate operating and capital budgets and long range plans, in conformance with the policies of the Board and the requirements of the law.

10. The President should provide for legal counsel to the Board in appropriate matters requiring Board consideration.

11. The President should provide for the coordination of the College with appropriate requirements of the local, State, and Federal governments.

12. The President should review the overall effectiveness and conformance of various College operations, programs and services, campus and community services administration, and central office functioning, through the President's designees.

13. The President should provide for the general allocation, assignment, and re-assignment of the resources of the College to assure maximum use of institutional ability to serve the community, in response to changing conditions, within the fiscal limits of the Board's approved budgets.

14. In the event of the establishment of collective bargaining, the President of the College should provide appropriate coordination and management of the negotiations and contract administration associated with collective bargaining agreements.

Academic Vice President's Role

The role of the Academic Vice President should essentially be associated with responsibilities for:

1. Coordinating and providing leadership for the operation of the three campuses of the College and the programs and services of the Office of Community Services, in conformance with the established policies and procedures of the College.

2. Recommending to the President or, as may be appropriate, to the

Administrative Vice President, new, or modifications to existing, policies and/or procedures of the College in order to provide for the most effective and efficient management of the College and its campuses.

3. Monitoring the operations of the individual campuses, of the Office of Community Services, and of the College personnel assigned to his office.

4. Providing appropriate but limited educationally related services for the campuses and Community Services (such as compilation of the College catalog, student financial aid coordination, coordination of accreditation matters, etc.).

5. Providing for the continuing interfacing of the operations of the Office of the Academic Vice President with the functioning of the offices of the campus deans, the Dean of Community Services, and the Administrative Vice President.

6. Providing administrative and educational counsel to the President of the College.

Administrative Vice President's Role

The role of the Administrative Vice President should essentially deal with the following:

1. Overseeing, monitoring, and providing leadership for effective and efficient centralized administrative services (as contrasted to educational services, which would be provided by the Academic Vice President) of the College to the various campuses and the Office of Community Services and in support of the ongoing functioning of the entire institution.

2. Recommending to the President or, as may be appropriate, to the Academic Vice President, new, or modifications to existing, policies and/or procedures of the College in order to provide for the most effective and efficient management of the College and its campuses.

3. Providing for the interfacing of the functions of the Administrative Vice President with the functions of the Academic Vice President and the President.

4. Providing administrative and educational counsel to the President of the College.

Assistant to the President's Role

The role of the Assistant to the President should encompass the following:

1. Provide appropriate assistance to the President in the management of the President's office, especially with reference to the daily flow of correspondence and routine communication.

2. Overseeing, monitoring, and providing leadership for several administrative offices assigned directly to the Office of the President, namely, the Office of Institutional Research and Analysis, the Office of Internal Auditing, and the Office of the Director of Management Services.

3. Performing certain specialized functions for the President relative to such matters as College contracts, legal actions in process, and College insurance.

4. Providing appropriate services to the President for the President's College Advisory Council and other appropriate councils or advisory relationships involving the President.

5. At the request of the President, conducting special studies or analyses related to aspects of the management or administration of the College.

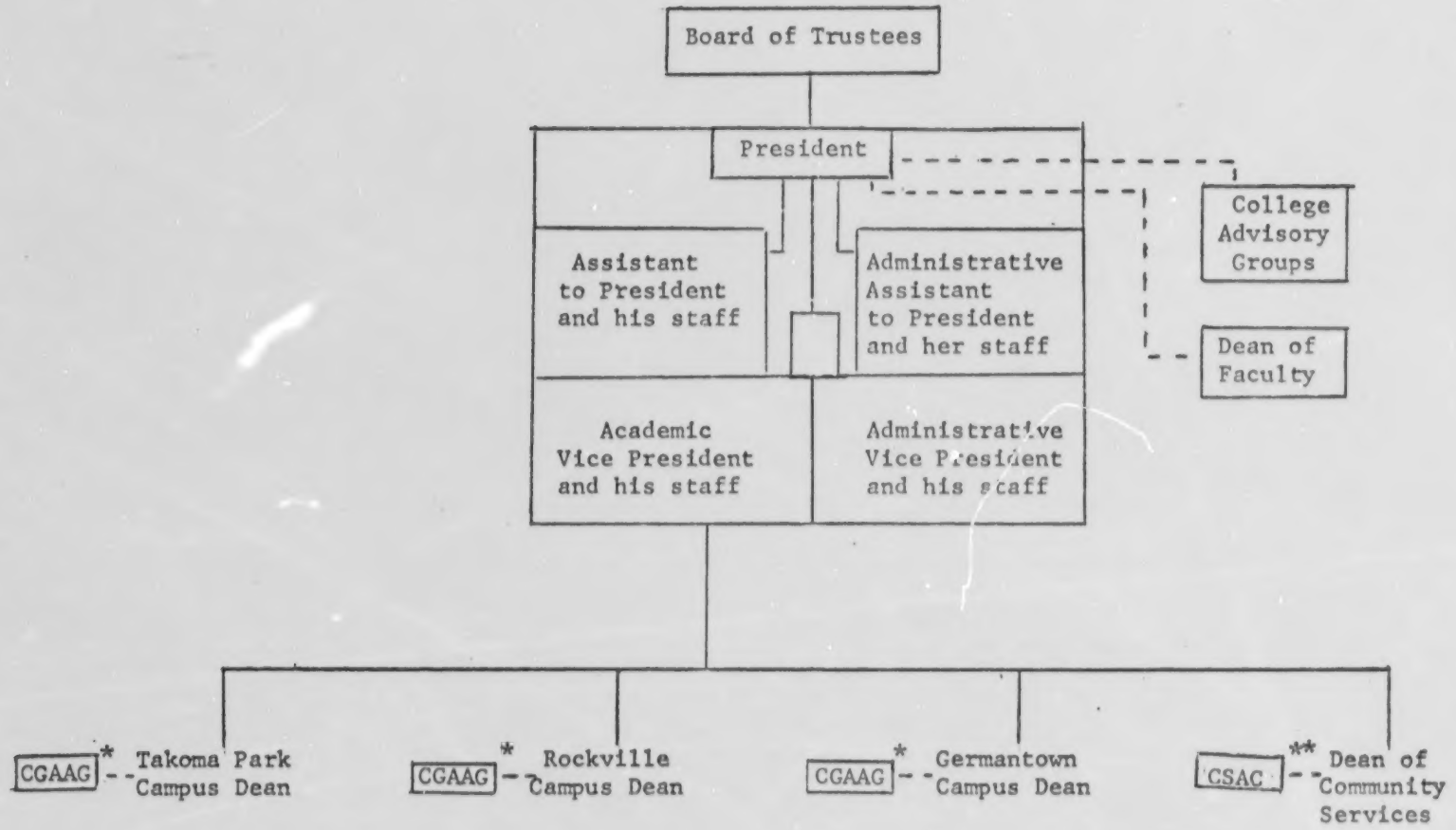
6. Providing administrative counsel to the President of the College.

Conceptual Summary

On the following page is a chart illustrating conceptually the general nature of the roles stated above, in a manner that is intended to provide a perception of these College administrative offices serving and being associated in a single, interacting manner. In reality, the Vice Presidents, as well as the Assistant to the President and the Administrative Assistant to the President, serve as a part of the total Office of the President

and share in the overall responsibility for the administration and management of the College. Each of these administrative positions performs specialized and supervisory functions associated with service to the campuses, to the Office of Community Services, and to the community at large, as well as to the Board of Trustees. The three campuses and the Office of Community Services should function as separate but coordinated units within the total system of the College as an institution responsible for providing higher education essentially to the citizens of Montgomery County.

CONCEPTUAL CHART


Board of Trustees
President
College Advisory Groups
Dean of Faculty
Assistant to President and his staff
Administrative Assistant to President and her staff
Academic Vice President and his staff
Administrative Vice President and his staff
CGAAG * Takoma Park Campus Dean
CGAAG * Rockville Campus Dean
CGAAG * Germantown Campus Dean
CSAC ** Dean of Community Services

*Campus Governance and Advisory Groups
**Community Services Advisory Committee

IMPLICATIONS FOR CHANGES IN ROLES AND RESPONSIBILITIES

In this subsection, the implications for the new role of the President and the associated impact on the roles of other major administrators are stated. For the role of the President, the statements indicate those matters to which the President now needs to give greater attention, in the context of a new role and changed emphasis for the President's Office as it should be structured in a multi-campus institution. Likewise and correspondingly, those matters to which the President should give less attention hereafter, because other major administrators should be giving more attention to them, are listed also.

First, what the President, in recognition of the Board's and President's legal responsibilities and overall mission of the Board, should give greater attention to is listed, namely:

1. The overall vitality, responsiveness, and continuing renewal of the College.

2. The evaluation of institutional effectiveness in accomplishing institutional purposes.

3. Efforts to obtain sufficient financial resources for the operation of the College.

4. External governmentally related requirements affecting the institution and emanating from local, State and Federal governmental levels, in addition to the courts.

5. Continuing orientation of the Board of Trustees and the development of an understanding by the Board of internal and external policy-related dimensions of the College.

6. Periodic assessment of resource allocation, assignment, and reassignment within the College.

7. Greater reliance on the Vice Presidents to coordinate, to monitor, to evaluate, and to give leadership to their respective areas of responsibility.

8. Informal discussions with various faculty, staff, administrators, students, and community residents regarding the College and its campuses, for the purpose of broad and diversified counsel.

9. Professional development and education through various in-service seminars and meetings and through participation in local, State, and national professional groups and organizations, in order to keep abreast of changing circumstances and changing professional perspectives.

In order for the President to give greater attention to the aforementioned areas of responsibility, in addition to the other ongoing responsibilities assigned to the President, it is necessary for the President to give <u>less attention</u> to the following aspects of institutional functioning:

1. The day-to-day operations of the campuses, the Office of Community Services, and the various central offices serving the entire College. The respective Vice Presidents, the campus deans, and the Dean of Community Services, therefore, should give greater and more coordinated attention to these matters and be able to provide fully for the accountability for the operation of their respective organizational units, including the coordination of their operations in conformance with College policies and procedures. In essence, each of these major administrators should become more directly accountable for the management, effectiveness, and efficiency of his own area of responsibility.

2. Campus matters for which participatory governance should be at the campus level rather than at the College level, namely, matters related to curriculum, academic regulations, academic occasions, faculty rank, tenure, and evaluations, and campus dimensions of the College academic calendar, among others. The Academic Vice President, the campus deans, and the Dean of Community Services should establish participatory systems on the campuses related to these matters, so that campus personnel and students can relate substantively and comprehensively to the chief executive of the campus for the entire range of matters for which the chief executive of the campus bears responsibility.

3. Detailed monitoring of the effectiveness and conformance of the operations of the campuses, the Office of Community Services, and the various central offices of the College relative to College policies and procedures. The Vice Presidents, and to some extent the Assistant to the President in his area of responsibility, must perform this function on an ongoing basis so that the President can give attention to larger overall questions of institutional effectiveness and efficiency.

The two Vice Presidents, in order to make it possible for the President to function in the new aforementioned role, must give greater attention to the day-to-day operational matters in their respective areas of responsibility and to helping the President plan for dimensions of the future of the College. Such greater attention by the Vice Presidents would be directed toward, among other things, the following:

o Articulating and communicating College policies and procedures to the appropriate campuses and offices of the College.

o Coordinating as appropriate among the various campuses and offices of the College.

o Monitoring the effectiveness of various operations.

o Providing leadership in giving direction to the development and adaptiveness of their particular operations.

o Managing their areas of responsibility so as to provide greater conservation of the resources of the institution.

o Recommending changes in College policies and procedures when current policies and procedures seem in need of modification or when new policies and procedures need to be introduced.

o Serving as appellate agents for campus and personnel matters when appellate review from campus and Community Services and central office units require such attention.

Greater attention must be given to the following by each Campus Dean on his respective campus, in order to provide for a maximum of campus effectiveness, sound management, and overall accountability of the campus administration for the operation of the campus:

o Initiating educational leadership on the campus for the creation of imaginative and sound educational programs, services, and campus goals.

o Setting of priorities on the campus in the context of the fiscal constraints and policy constraints within which the College and the campus must operate.

o Creating greater campus identity and a greater sense of direction for the campus.

o Creating a comprehensive and functional campus advisory and participatory system related to the range of functions indicated above. (Note: the Germantown Campus already is operating with most of these types of campus governance committees, instead of the patterns being followed by the Rockville and Takoma Park Campuses.)

o Providing for the maximum effective use of the human and fiscal resources of the campus.

o Providing for the maintenance of the integrity of the programs and services of the campus and for their continuing evaluation.

o Providing for continuing careful analysis and management of campus resources.

o Providing more fully for communication and understanding on the campus, through meetings, discussions, and written communications.

o Establishing ongoing off-campus relations for the credit offerings of the campus and for effective community relations.

Finally, in order to effect these role changes, the Dean of Community Services needs to give greater attention to:

o The interests and needs of community citizens for continuing education, non-credit programs and services, as a top priority and exclusive responsibility of the Office of Community Services.

o The orderly transition of responsibility for all credit courses to the appropriate campuses of the College, which are the accredited units for the degree and certificate programs of the College.

o The identification of new fields of service for the continuing education of community residents.

o More detailed and analytical long-range planning for the development and evolution of the Office of Community Services.

o The initiation of additional cooperative activities with other continuing education groups and organizations in the County and the region, including continuing education for a wide variety of practicing professionals, such as health science personnel, personnel from the legal professions, personnel from the field of public service, etc.

o Developing an active and functional advisory committee for Community Services endeavors.

o Evaluating comprehensively, analytically, and systematically the effectiveness of the various programs and services of the Office of Community Services.

SECTION V

RECOMMENDATIONS

Revised Position Descriptions for President, Vice Presidents, Campus Deans, Dean of Community Services

Revised Titles for President, Vice Presidents, Campus Deans

Governance Patterns for the Future: College-Level and Campus-Level

Other Recommendations Regarding the Future

This section of the report contains recommendations regarding aspects of the role of the President which require either the action of the Board of Trustees or the attention of the Board for implementation. The recommendations deal with a revision of position descriptions for major administrative personnel, revised position titles for some of the major administrative personnel, revisions in the governance patterns of the College and the Campus, and a variety of recommendations dealing with either organizational or developmental aspects of the institution as related to the role of the President or the major administrators of the College or as related to dimensions of the future for Montgomery College, as those dimensions became apparent during the course of the development of this report.

Revised Position Descriptions

It is recommended that the Board of Trustees authorize revisions of position descriptions for the President, the Academic Vice President, the Administrative Vice President, the Campus Dean, and the Dean of Community Services. The recommended revised position descriptions for each of these positions, based upon the concepts and roles specified in earlier sections of this report, are contained in the appendices.

Revised Position Titles

It is recommended that the Board of Trustees authorize new titles for the President of the College and the Campus Dean, in order to connote more clearly the major role, responsibility, and authority vested in the chief executive of each campus. At present, State law requires that the head of a multi-campus community college be titled "President." However, the title President is often accorded a person who heads a campus of an institution of higher education.

If the title of the President is changed to Chancellor, then the titles of the Vice Presidents should be changed to Vice Chancellors.

Regardless of whether the Campus Dean is retitled President, Campus President, Chancellor, or Campus Chancellor, it probably would be desirable to change the title of the Associate Dean of Students on each campus to Dean of Students, without any change in the salary classification or responsibilities of the position. Such a title is customary for the head of student services on a college campus, and the present title was established in 1967, when the future of the College as a multi-campus institution was somewhat uncertain. This anachronism should be corrected at this time.

Governance Patterns for the Future

Portions of preceding sections of this report have indicated that, in the judgment of the President, the participatory governance patterns of the College, based on practices when the College was a one-campus institution, have not been decentralized to the extent that a three-campus community college would seem to warrant. Reasons for not making the change in governance patterns heretofore are included in preceding sections of this report. By and large, multi-campus systems tend to have campus based governance systems for most, if not all, of the participatory aspects of institutional governance. Each of the campuses of Montgomery College needs not only a decentralized administration but also a decentralized participatory governance system in order to become more responsible for and accountable for the role, functioning, and development of each campus. Administrative coordination of the campuses should indeed take place at the collegewide level, through the Academic Vice President, who is already responsible for effecting such coordination. Though there are some functions which should be established at the college level in a participatory context, to advise on aspects of the entire College, such participatory dimensions may be handled through the establishment of task groups on matters related to salary, benefits, leave policies, and general terms of employment. When and if collective bargaining is established at the College, these task groups most likely would need to be replaced by official and negotiated agreements with unions or recognized collective bargaining organizations. Another aspect of participation at the college level, in giving advice to the President, can be through an expansion and revision of the President's College Advisory Council and the President's Curriculum Advisory Council, which meet with the President on essentially college-

wide matters and curriculum, for which the President seeks advice from a broad cross-section of the College, including major administrators, faculty, staff, and students. Revised councils could include major administrators, a faculty member from each campus, a staff member from each campus, and a student member from each campus.

In summary, it appears quite feasible and functional to decentralize the participatory governance system of the College to adapt it to a multi-campus structure, with appropriate task groups and with appropriate membership on the two councils from each campus and each type of personnel. In this connection, the President makes the following recommendations:

1. Each Campus Dean should recommend a participatory governance system to advise and relate to the head of the campus and to include faculty, staff, administrators, and students, and to deal with campus curriculum, academic regulations, academic occasions, recommendations for campus academic calendar, campus master plan of programs, services, goals and objectives, student government and activities, athletics, evaluation of faculty, faculty contract and renewal matters, and such other topics as are of particular appropriateness for the general administration of a community college campus. The Germantown Campus, with the general encouragement and support of the Board of Trustees and the President, already has established most of the elements of such a system for that campus.

2. The new campus-based governance system should replace the present Faculty Senate and its committees, the present Staff Senate and its committees, and the present Administrators' Advisory Council and its committees. These groups should be represented on campus through the campus governance systems.

3. The Board of Trustees should commit itself to the recognition and establishment of appropriate college-wide task groups, with representation from appropriate groups within the College, and in some instances appropriate representation from the public, to deal periodically with certain college-wide matters such as salary, benefits, leave policies, and general employment conditions. The task groups would be given particular charges for particular time periods, and could be designated either by the President for advice to him or by the President and/or the Board of Trustees for advice to the President and/or the Board of Trustees. Task groups might also be established by the President for some functions that would not necessarily be assumed by a collective bargaining agent, such as in-service development of College personnel, aspects of the College calendar, and some college-wide academic occasions or special college-wide functions such as a 35th anniversary observance for the College.

4. The campus student governments should continue to function as campus student governments, with representation on the President's College Advisory Council and with opportunities to participate in campus governance and to be recognized as the student voice of the campus.

5. The Board of Trustees should continue to use community representation on a variety of community advisory groups, such as the career curriculum advisory committees now functioning, the Community Services advisory committee, and other advisory committees that may be helpful to the Board in maintaining a community orientation and perspective on College and/or campus matters.

Other Recommendations Regarding the Future

In the process of developing this report and its recommendations, a variety of aspects of the institution became evident as either associated with the recommended change in the role of the President or as related to potential

future prospects for Montgomery College. The following items are recommended as further matters for the attention and consideration of the Board of Trustees:

1. In view of the desirability to emphasize and to delimit reasonably the role and scope of Academic Vice President as coordinator of the campuses and Community Services, with primary emphasis on the administration of the campuses and the fulfillment of their educational missions, it would seem to be desirable to transfer responsibility for the collegewide coordination of Auxiliary Enterprises and the Parking Operations Fund from the Academic Vice President to the Administrative Vice President. These two types of operations are essentially administrative in nature, rather than directly associated with academic or student services, insofar as services to the campuses are concerned, and the Administrative Vice President is responsible for the coordination and overseeing of various other centralized offices and operations. The transfer of such responsibilities probably should be effective at the beginning of fiscal year 1979 or soon afterward.

2. Most likely there will be some need, in view of the fiscal constraints facing the College and in view of the work already done to provide for the sharing of library and learning resources materials and staff, to centralize under the Academic Vice President some aspects of the coordination and intercampus sharing of the campus libraries and the campus learning resources operations. The Academic Vice President has been giving some consideration to this matter in connection with the vacancy in a Rockville Campus educational resources position. The Academic Vice President also, in terms of centralized academic services and support, has been examining various dimensions associated with the student services of the campuses, the outreach efforts of the College, and the relationship between the College and Montgomery County public schools system in curriculum articulation matters. Recommendations of a specific nature may be forthcoming

in these various areas during the course of this year or shortly after the beginning of the next fiscal year.

3. In view of the fact that the Middle States Association accredits each campus of the College--the campus being where the responsibility has generally been placed for certification, management, and supervision of the credit courses, degrees, and certificates--it would seem advisable to assign the responsibilities for all credit courses to the campuses, rather than assign responsibilities for credit courses to the campuses as well as to the Office of Community Services, the Office of Community Services not being responsible for curriculum matters associated with degrees or certificates and for full-time faculty staffing. Thus, if Community Services is relieved of responsibility for off-campus credit offerings, and if the campuses are assigned responsibilities for off-campus and on-campus credit courses, the Office of Community Services can concentrate fully on the development of a much greater range of continuing education, non-credit programs and services.

4. In view of the self-studies now under way on the Rockville and Takoma Park campuses and in view of the general accreditation status of the Germantown Campus, it would be desirable for the Board to seek the review and advice of knowledgeable citizens regarding the overall goals, objectives, and philosophy of Montgomery College in order to provide current perspectives and community perspectives on Montgomery College's general role and purpose. The statement adopted by the Board on these matters in 1966, prior to the accreditation evaluation in 1968, could be used as the basis for consideration by such a citizen group. The Board would then be in a position to decide whether the existing statement of philosophy, goals, objectives, and programs should be modified and an updated version incorporated in the College portion of the self-studies.

5. The Board of Trustees may wish to develop a concise policy statement of its own regarding the role and purpose of the Board of Trustees of Montgomery

College. Such a statement would in effect represent a summary and updating of the general perspective of the Board regarding its relationship to the institution.

6. The Board of Trustees should adopt a set of management principles expressing general guidelines for the administration of Montgomery College as a multi-campus community college with three campuses and an extensive continuing education program. The appendices contain such a recommended statement of multi-campus management principles.

7. Attention should be given by each campus to the general nature and philosophy of the campus regarding liberal studies and general education. Each campus may need to examine its pattern of courses and offerings in the liberal and general studies. There has been some considerable flux in the interest that students have demonstrated in these areas during the past five or so years, and it would seem appropriate for each campus to reexamine its patterns in this regard. It would seem desirable for each campus to have a philosophy and operational definition to guide the curriculum of the campus in the matter of campus general education requirements and campus liberal studies. There likely is a need for various patterns of liberal studies and general education at the College, each campus perhaps establishing the framework most appropriate for its own campus as an expression of its general education philosophy.

8. The Board of Trustees should encourage and provide support for the orientation of and the exploration by College personnel and the Board itself regarding the nature and implications of collective bargaining in anticipation that State law may be amended to permit such a process at Montgomery College and that personnel at Montgomery College may wish to learn about the nature of collective bargaining.

9. If the various aforementioned organizational changes are authorized by the Board of Trustees, new organization charts should be created.

APPENDICES

A. Reference Bibliography
B. List of Questions Discussed in Interviews
C. Listing of Persons Interviewed
D. Recommended Revised Position Descriptions
E. Recommended Statement of Multi-Campus Management Principles
F. Report on College Development and Service, 1966-1976

APPENDIX A

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APPENDIX B

List of Questions Discussed in Interviews

QUESTIONS DISCUSSED IN INTERVIEWS, REGARDING
THE ROLE OF THE CHIEF EXECUTIVE OF A PUBLIC MULTI-CAMPUS
COMMUNITY COLLEGE DISTRICT

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1. What are the future prospects and problems for public higher education in the next five to ten years and how do they related to the role and the emerging role of the chief executive of a multi-campus district or college?

2. In what respects does the role of the chief executive of a multi-campus college or district differ from the role of the chief executive of a college operating only one campus?

3. What are the administrative matters that should be the responsibility mainly of the chief executive of the multi-campus district as opposed to those responsibilities delegated to the administrative head of each of the campuses?

4. What should be the role of the chief executive of a multi-campus district in a multi-campus district which is engaged in collective bargaining?

5. What should the leadership role be for the chief executive of a public multi-campus district or college?

6. What from your perspective are some of the most significant and major principles of administration that should guide the chief executive of a multi-campus district, principles that you believe will reinforce effective and efficient administration of the district?

APPENDIX C

Listing of Persons Interviewed

Dr. Reed Buffington
Superintendent-President
Chabot College

Dr. Thomas Clements
Executive Dean
De Anza College

Dr. Thomas Fryer
Chancellor
Peralta Community College District

Dr. Berkeley Johnson
Acting President
Indian Valley Colleges

Dr. David Mertes
President
College of San Mateo

Dr. William P. Niland
President
Diablo Valley College

Dr. Herbert Sussman
Chancellor
San Francisco Community College District

Mr. Max Tadlock
Consultant
Tadlock Associates, Inc.

Ms. Mary Lou Zoglin
Commission Member
California Postsecondary Education Commission
(formerly a member and chairman of the Board of Trustees of the Foothill Community College District)

APPENDIX D

Recommended Revised Position Descriptions

PROPOSED POSITION DESCRIPTION FOR PRESIDENT

2.10 PRESIDENT

2.101 POLICY

2.101.1 The college President is the chief executive officer for the Board of Trustees and the chief administrator of the College. In addition to the authority and duties specifically imposed upon the President by law, all executive and administrative authority and duties associated with the conduct of the College will be exercised by the President or delegated as appropriate by the President to those the President may designate from time to time.*

*Note: The duties and responsibilities of the President are covered in Article 77A of the Annotated Code of Maryland, which states:

"The President shall report directly to the Board and recommend the appointment by the Board of qualified faculty personnel and such other employees as being necessary for its efficient administration. He shall recommend the discharge of such employees for good cause, provided those with tenure shall have reasonable notice of the grounds for their dismissal and an opportunity to be heard. He shall be responsible for the conduct of the College and for the administration and supervision of its departments."

. . . . .

"Except for regional community colleges, the county superintendent of schools (and in Baltimore City the superintendent of public instruction) shall serve as secretary and treasurer to the board of trustees. The president of the community college shall attend all meetings of the board except those involving his personal position as president. Except for regional community colleges, the board of trustees, the secretary-treasurer, and the president of the community colleges are charged with the preparation of the annual budget, its presentation to the county commissioners, county council, or the board of estimates of Baltimore City, and the receipt and expenditures of budgeted funds under an adequate accounting system subject to review by the auditor of the county or of Baltimore City, as the case may be: they shall prepare and present to the local governing body an annual operating budget which shall contain a statement of all revenues, including surpluses, if any estimated for the ensuing fiscal year, classified so as to show all revenues by funds and sources of income and a statement of all expenditures requested for the ensuing fiscal year, including capital expenditures with whatever other supporting data may be required by local fiscal authorities. They shall also prepare an annual capital budget; and when required by charter, local law, ordinance, or regulation, an annual long-term capital improvement program which shall contain a statement of all revenues and expenditures and be in accordance with local fiscal procedures to the extent local fiscal procedures are not inconsistent with State law."

. . . . .

"In the event that a new local board of trustees is created pursuant to Section 9 of this Article, then the provisions of subsection (a) of this section shall be inapplicable with respect to the county superintendent of schools (or superintendent of public instruction). The president of the local community college or the president of one of the local community colleges shall be selected by the board or regional board to serve as secretary-treasurer of the board."

2.101.2 The following statements specify the particular role to be assumed by the President:

1. The President is concerned foremost with the overall functioning, development, and leadership of the College in its educational service to the community, within the role and scope of the College as defined by the Board of Trustees and the appropriate State agencies.

2. The President provides for the ongoing evaluation of the effectiveness of the College and the institutional responsiveness of the College to the community and to the requirements of appropriate groups and agencies.

3. The President is responsible for the appropriate planning and servicing of the official needs and responsibilities of the Board of Trustees, who serve as the legal governing board of the institution.

4. The President serves as the Secretary of the Board of Trustees, as required by State law.

5. The President serves as the Treasurer of the Board of Trustees, as required by State law.

6. The President provides administrative assistance to the Board of Trustees when the Board of Trustees, as a corporate body, initiates or responds on behalf of the College to various governmental and policy regulating groups and organizations.

7. The President of the College recommends to the Board of Trustees from time to time appropriate policies and modifications to policies that will provide for the effective and efficient operation of the College as a community higher educational institution.

8. The President of the College provides for orientation of Board members relative to the nature and status of the College.

9. The President of the College recommends to the Board appropriate operating and capital budgets and long range plans, in conformance with the policies of the Board and the requirements of the law.

10. The President provides for legal counsel to the Board in appropriate matters requiring Board consideration.

11. The President provides for the coordination of the College with appropriate requirements of the local, State, and Federal governments.

12. The President reviews the overall effectiveness and conformance of various College operations, programs and services, campus and community services administration, and central office functioning, through the President's designees.

13. The President provides for the general allocation, assignment, and reassignment of the resources of the College to assure maximum use of institutional ability to serve the community, in response to changing conditions, within the fiscal limits of the Board's approved budgets.

14. In the event of the establishment of collective bargaining, the President of the College provides appropriate coordination and management of the negotiations and contract administration associated with collective bargaining agreements.

2.101.3 The President is selected by and appointed to the position by the Board of Trustees. The President's tenure in office and salary are as determined by the Board.

PROPOSED POSITION DESCRIPTION FOR ACADEMIC VICE PRESIDENT

2.35 ACADEMIC VICE PRESIDENT

2.351 POLICY

2.351.1 The Academic Vice President assists the President in the coordination of campus and community services operations and in the administration of: campus programs, services, and operations; community services programs; appropriate academic staff services for the campuses and Community Services. The Vice President serves in an administrative position directly responsible to the President.

2.351.2 The following statements specify the particular role to be assumed by the Academic Vice President:

1. Coordinates and provides leadership for the operation of the three campuses of the College and the programs and services of the Office of Community Services, in conformance with the established policies and procedures of the College and applicable laws.

2. Recommends to the President or, as may be appropriate, to the Administrative Vice President, new, or modifications to existing, policies and/or procedures of the College in order to provide for the most effective and efficient management of the College and its campuses.

3. Monitors the operations of the individual campuses, of the Office of Community Services, and of the College personnel assigned to his office.

4. Provides appropriate but limited educationally related services for the campuses and Community Services (such as compilation of the College catalog, student financial aid coordination, coordination of accreditation matters, etc.).

5. Provides for the continuing interfacing of the operations of the Office of the Academic Vice President with the functioning of the offices of the campus deans, the Dean of Community Services, and the Administrative Vice President.

6. Provides administrative and educational counsel to the President of the College.

2.352.3 Subject to approval of the Board of Trustees, the Academic Vice President is appointed on the recommendation of the President.

PROPOSED POSITION DESCRIPTION FOR ADMINISTRATIVE VICE PRESIDENT

2.19 ADMINISTRATIVE VICE PRESIDENT

2.191 POLICY

2.191.1 The Administrative Vice President assists the President in the administration of the College and coordinates certain aspects of the centralized services of the College related to affirmative action, budget development and administration, facilities, data processing, personnel, procurement, public information, and auxiliary enterprises. He serves in an administrative position directly responsible to the President.

2.191.2 The following statements specify the particular role to be assumed by the Administrative Vice President:

1. Oversees, monitors, and provides leadership for effective and efficient centralized administrative services (as contrasted to educational services, which are provided by the Academic Vice President) of the College to the various campuses and the Office of Community Services and in support of the ongoing functioning of the entire institution.

2. Recommends to the President or, as may be appropriate, to the Academic Vice President, new, or modifications to existing, policies and/or procedures of the College in order to provide for the effective and efficient management of the College and its campuses.

3. Provides for the interfacing of the functions of the Administrative Vice President with the functions of the Academic Vice President and the President.

4. Provides administrative and educational counsel to the President of the College.

2.191.3 Subject to approval by the Board of Trustees, the Administrative Vice President is appointed on the recommendation of the President.

PROPOSED POSITION DESCRIPTION FOR THE CAMPUS DEAN

2.45 CAMPUS DEAN

2.451 POLICY

2.451.1 Within the framework of the policies of the Board of Trustees and the procedures of the College, each Campus Dean, serving in an administrative position in a line capacity, is directly responsible to the Academic Vice President for the effective and efficient administration of the total campus, including the campus instructional program, student services, maintenance and security of physical plant, the business operations, day and evening programs, academic-year and summer programs, budget development and administration, an effective and comprehensive campus participatory system to advise the Campus Dean regarding campus academic and related programs and services for students, off-campus programs, services, and responsibilities duly assigned by the President or the President's designee, and such other responsibilities as may be appropriate assigned by the President or the President's designee.

2.451.2 The President, after appropriate consultation, recommends to the Board of Trustees the appointment of the Campus Deans. Final approval of the appointment is by action of the Board of Trustees.

PROPOSED POSITION DESCRIPTION FOR DEAN OF COMMUNITY SERVICES

2.43 DEAN OF COMMUNITY SERVICES

2.431 POLICY

2.431.1 Within the framework of the policies of the Board of Trustees and the procedures of the College, the Dean of Community Services, serving as an administrator in a line capacity, plans and executes a diversified program of non-credit community services to include short courses, forums, lecture series, institutes, seminars, conferences, and cultural events and activities. He coordinates the administration of community services with the campus deans and with other appropriate offices and departments of the College and its campuses. He is directly responsible to the Academic Vice President

2.431.2 The President, after appropriate consultation, recommends to the Board of Trustees the appointment of the Dean of Community Services. Final approval of the appointment is by action of the Board of Trustees.

APPENDIX E

Recommended Statement of Multi-Campus Management Principles

MULTI-CAMPUS MANAGEMENT PRINCIPLES FOR MONTGOMERY COLLEGE

1. The President shall serve as the chief administrator of the College, the chief executive for the Board of Trustees, and the Secretary-Treasurer of the Board of Trustees. In all of these capacities, the President foremost shall seek to maintain and to develop the College as a community institution of higher education whose educational programs and services are responsive to the community, and as an effective and efficient institution achieving its goals within the role and scope of a community college in Maryland. The President shall seek to provide an environment of continuing renewal for the College so that its orientation is consciously to the present and the future.

2. The President shall provide for an appropriate administrative organization for each campus and for community services, with a chief administrator who will be responsible for the effective and efficient functioning of the campus or, as the case may be, of community services, in accordance with the laws and regulations of the State of Maryland, the policies of the Board of Trustees, and the procedures and regulations authorized by the President.

3. The President, in the general administration of the College shall be assisted by, in addition to the President's own immediate staff, an Academic Vice President, who shall be responsible for the proper functioning and coordination of the campuses and community services, and by an Administrative Vice President, who shall be responsible for the College offices which provide centralized administrative services and operations for the campuses and community services.

4. The President, upon the approval of the Board of Trustees, shall provide for the creation, the maintenance, and, when necessary, the abolishment of such College administrative offices as may be needed from time to time for the effective and efficient provision of academic, administrative, and student services for the campuses of the College, for the community services of the College, and for the general functioning of the College as a community college under the laws of the State of Maryland.

5. The chief administrator of each campus shall be responsible (a) for exercising educational and administrative leadership and coordination for the campus, (b) for recommending to appropriate persons such new (or modifications for existing) policies, procedures, and regulations as the chief administrator may believe appropriate for the sound, effective, and efficient management of the campus, (c) for the development and proper administration of the campus master plan of programs and services, (d) for recommending changes in the campus administrative organization, (e) for the proper administration of the curricula and courses assigned to the campus, including those conducted either on campus or off campus, (f) for developing, maintaining, and conserving the resources assigned to the campus, and (g) otherwise attempting to maintain a campus climate conducive to learning and teaching.

6. The chief administrator of each campus shall establish, with the concurrence of the President, a campus advisory system for participatory campus governance, with appropriate representation from campus faculty, administrators, staff, and students, to include such matters as campus goals and objectives, campus curricula, campus student services, library and learning resources of the campus, academic regulations for the campus, campus faculty academic rank and evaluation, campus academic calendar, campus academic occasions, campus student activities and athletics, and other appropriate campus considerations.

7. The President, in developing recommendations for consideration by the Board of Trustees, shall seek advice as appropriate from administrators who report directly to the President, from the chief administrators of the campuses and community services, from advisory councils that include representatives from the campuses and community services, from special task groups that may be appointed by the President, from residents of the community, from public officials, and/or from such other persons as the President may believe appropriate for the particular administrative or educational matter under consideration. Such advice is intended to assist the President in making sound and wise decisions and recommendations relative to the College and its responsibilities.

APPENDIX F

Report on College Development and Service, 1966-1976

COLLEGE

DEVELOPMENT

AND

SERVICE

1966 - 1976

APPENDIX 1

ENROLLMENTS AND COMMUNITY USE OF FACILITIES FROM FALL 1966

	Fall 1966	Fall 1976	% Increase
Takoma Park Campus, Credit Courses			
Full-time students (12 or more hours)	961	1,017	6%
Part-time students (11 or fewer hours)	868	1,516	75%
Total number of students	1,829	2,533	38%
Rockville Campus, Credit Courses			
Full-time students (12 or more hours)	1,611	4,771	196%
Part-time students (11 or fewer hours)	878	5,686	548%
Total number of students	2,489	10,457	320%
Germantown Campus, Credit Courses			
Full-time students (12 or more hours)	0	0	-
Part-time students (11 or fewer hours)	0	266	--
Off-Campus, Credit Courses			
Part-time students (11 or fewer hours)	0	728	--
Total, Credit Courses			
Total number of students - full-time	2,572	5,788	125%
part-time	1,746	8,196	369%
Total	4,318	13,984	224%
Community Services Continuing Education (non-credit) Courses			
Number of students for the entire fiscal year	0	10,531	--
Community Use of College Facilities			
Number of persons using college facilities other than for regularly scheduled college courses or student activities, for the entire fiscal year	16,835	311,674	2,108%

Source: Office of Institutional Research and Analysis

APPENDIX 2

STAFFING FROM FALL 1966

	Fall 1966	Fall 1976
Rockville Campus		
Full-time faculty positions	[illegible]	288
Part-time faculty	[illegible]*	222
Staff positions	67.5	221
Administrator positions	1	11
Student Assistants, including work-study students	30*	288
Total for Campus	233.5	1,030
Takoma Park Campus		
Full-time faculty positions	80	92
Part-time faculty	40*	58
Staff positions	47	81.5
Administrator positions	1	5
Student Assistants, including work-study students	20*	69
Total for Campus	188	305.5
Germantown Campus		
Full-time faculty positions	0	4
Part-time faculty	0	11
Staff positions	0	3
Administrator positions	0	1
Student Assistants, including work-study students	0	0
Total for Campus	0	19
Auxiliary Enterprises		
Staff positions	29	44.5
Administrator positions	0	0
Community Services		
Staff positions	0	19
Administrator positions	0	0
College-Wide		
Administrator positions	8	30
Staff positions	0	119.5
Student Assistants, including work-study students	0	22
Total for College-Wide	0	171.5
Total for College		
Full-time faculty positions	165	384
Part-time faculty	90*	291
Staff positions	143.5	488.5
Administrator positions	10	47
Student Assistants, including work-study students	50*	431
Grand Total for College	458.5	1,641.5

* Estimated

Source: Personnel Office

APPENDIX 3

CURRICULUM DEVELOPMENT AND DIVERSIFICATION SINCE 1966

Degree Curricula	Date of Implementation	
Nursing	1966	
Printing Technology	1966	
Computer Science - Business Option	1967	
Computer Science - Science/Mathematics Option	1967	
Fire Science	1967	
Pre-Optometry	1967	
Geography, Cartography, and Community Planning	1969	
Dental Laboratory Technician	1969	
Medical Laboratory Technician	1969	
Mental Health Associate	1969	
Radiologic (X-Ray) Technology	1969	
Architectural Engineering Technology Option	1970	
Chemical Engineering Technology Option	1970	(deleted 1972)
General Engineering Technology Option	1970	
Recreation Leadership	1970	
General Business Education Option	1970	
Secretarial Education Option	1970	
Civil Engineering Technology Option	1971	
Mechanical Engineering Technology Option	1971	
Food Service Management	1971	
Hotel/Motel Management Option	1971	
Accounting	1972	
Theatre - Performance Option	1973	
Theatre - Technical Option	1973	
Medical Assistant	1973	
Computer Technician	1974	
Corrections	1974	
TV/Radio Broadcasting	1976	

Certificate Curricula		
Secretarial	1967	
Instructional Aide	1971	(officially 1973-74)
Fire Science	1971	
General Business Studies	1971	
Dental Assisting	1972	
Medical Assistant	1973	
Computer Operator	1973	
Corrections	1974	
Child Care Aide	1974	
Food Management	1976	

Source: Office of Academic Vice President

APPENDIX 4

INTERNAL GOVERNANCE PARTICIPATION, FALL 1966 COMPARED TO FALL 1976

Fall 1966

College Policies Committee of 9 members, and 12 committees and subcommittees

One Student Government for entire College

President's Council of Administrators of 11 members (all administrators)

22 Academic Departments for College

Fall 1976

Faculty Senate of 19 members, and 10 standing committees and subcommittees (with 57 faculty, 12 administrators, 8 students on membership of committees)

President's College Advisory Council, with 13 members (9 administrators, 1 faculty, 1 staff, 2 students)

President's Curriculum Advisory Council, with 14 members

Staff Senate, with 11 members, and 4 standing committees with 24 members

Administrators' Advisory Council, with 7 members, and two standing committees, with 10 members

Takoma Park Campus

Assembly and committees
Faculty Council
Staff Council
Student Government
16 Academic Departments

Rockville Campus

Assembly and committees
Faculty Council
Student Government
21 Academic Departments

Germantown Campus

Source: College Archives

APPENDIX 5

CURRICULUM AND SERVICE ADVISORY COMMITTEES SINCE 1966

Committee	Date of Establishment
Advisory Committees for Career Curricula	
Accounting	October 1974
Advertising Art	December 1971
Computer Science and Technology	July 1969
Criminal Justice	September 1969
Dental Assisting	June 1970
Dental Laboratory Technology	September 1968
Engineering Technology	October 1969
Fire Science	January 1971
Geography, Cartography, and Community Planning	July 1969
*Food and Beverage Management	October 1976
*Hotel/Motel Management	October 1976
Instructional Aide	October 1974
Management	July 1969
Medical Assistant	September 1973
Medical Laboratory Technician	October 1968
Mental Health Associate	December 1968
Nursing	October 1974
Printing Technology	September 1970
Radiologic Technology	September 1969
Recreation Leadership	February 1970
Secretarial Studies	February 1974
Child Care Aide	February 1977
Community Services Advisory Committee	May 1970
Advisory Committee on Program Identification in the Down-County Area	September 1973
Community Advisory Committee for the Germantown Campus Development	June 1972
Joint Use Committee	June 1972
Community Advisory Committee for Takoma Park Campus Redevelopment	February 1971

*Successors to Advisory Committee for the Hospitality Management Curriculum, originally established April 1970

Source: Office of Academic Vice President

Appendix 6

Long-Range Planning for College From 1966

1. Committee for Joint Study of the Utilization of the Takoma Park Campus of Montgomery Junior College.
   In operation from fall 1966 to October 1967.
   The report was not printed. It was transmitted to the Board with the title, "Recommendation on the Future of the Takoma Park Campus of Montgomery Junior College," October 18, 1967.

2. Community Advisory Committee for a Long-Range Master Plan for the College.
   Established July 17, 1967. Report submitted to the Board, September 19, 1968.
   Printed report titled, "Long-Range Master Plan for Montgomery Junior College," September 19, 1968.

3. Master Plan Study Committee.
   In operation from September 1968 to March 1969.
   Printed report titled, "Report on Long-Range Educational Planning for Montgomery Junior College," March 1969.

4. Wheaton and Bethesda Study Committee.
   Established June 1, 1971. Report submitted to the Board, December 13, 1971.
   The report was not printed. Recommendations were made to the Board in the form of a letter to the Board containing five "planks" and an addendum.

5. Community Advisory Committee for the Third Campus of Montgomery College.
   Authorized by the Board on June 19, 1972. Still in operation.

6. Joint Use Committee.
   Authorized by the Board on June 19, 1972. Still in operation.

7. Advisory Committee on Program Identification in the Down-County Area.
   In operation from October 1973 to February 1974.
   Printed report titled, "A Report on Unmet Educational Needs," February 1974.

8. Master Plan for Educational Programs and Services.
   Adopted by the Board on June 9, 1969. Replaced by the Revised Master Plan, June 21, 1976.

9. Revised Master Plan for Educational Programs and Services.
   Adopted by the Board on June 21, 1976. (Community Services non-credit program policy adopted on October 26, 1976, and published as paragraph 6.40 in the Policies and Procedures Manual.)

10. Contract Charge to the President.
    Approved by the Board on June 3, 1974, to be effective July 1, 1974, for a five-year period.
    The "charge" appears in the Board minutes of June 17, 1974.

11. President's Goals for Montgomery College, 1974-1979.
    Endorsed by the Board of Trustees on October 7, 1974.
    The "goals" appear in the Board minutes of October 7, 1974.

12. Self-study reports from the Takoma Park and Rockville Campuses and accreditation studies and reports from the Germantown Campus from winter 1975 to present.

Source: College Archives

APPENDIX 7

CAPITAL BUDGET CONSTRUCTION FROM JUNE 1966

New Buildings

Rockville

Building	Gross Square Footage	Date Begun	Date Completed	Total Cost	
Campus Center Addition Admin. Center	75,407	6/26/68	9/17/69	$ 1,969,150	
Addition Fine Arts, Science North, Physical Education, New Art and Music, Parking	150,277	1/16/70	7/31/71	4,643,128	
Campus Tower	117,282	6/ 1/70	11/30/71	3,345,282	
			TOTAL		$ 9,957,560

Renovations

Air Conditioning - Humanities Building	$ 6,886	
Folding Bleachers - Gym	5,376	
Air Conditioning - Library, Administration Fine Arts, Greenhouse, and Science Lecture Hall	98,937	
Fencing Athletic Fields	3,724	
Fixed Stadium Seating	18,830	
Sound System Fine Arts	18,050	
Stage Lighting Fine Arts	34,338	
Green House, Planting Benches	3,170	
Stage Curtains - Fine Arts	3,629	
Thrust Stage - Fine Arts	1,896	
Convert Chemistry Facility to Physics Lab	37,178	
Convert Offices to Student Personnel	85,961	
Oil Storage Tank	11,902	
Convert Library to Computer Center	173,764	
Divide Classrooms in Science and Humanities	5,222	
Tech. Physics Lab	28,664	
Tech. Building Renovations	70,932	
Modify 8S and Construct Meteorology Platform	12,482	
Lighted Name Signs	3,000	
Folding Partitions, Scoreboards	31,178	
Fine Arts	2,000	
TOTAL		$ 657,119

Site Work

Building	Gross Square Footage	Date Begun	Date Completed	Total Cost	
Central Plaza, Amphitheatre, Landscaping				$ 81,424	
Screen Wall Enclosure, Directional Signs				13,871	
Parking and Lighting 400 Cars				77,895	
Parking Lot 500 Cars				168,723	
Site Improvements				26,441	
Site Improvements				354,447	
Parking 100 Spaces				288,825	
			TOTAL		$ 1,011,626

Furniture and Equipment

Phase III	$ 214,354	
Phase IV	212,169	
Phase V	334,629	
Phase VI	439,814	
Phase VII	1,363,946	
Phase VIII	223,898	
		$ 2,788,810

GRAND TOTAL ROCKVILLE $14,415,115

New Buildings

Takoma Park

Building	Square Footage	Date Begun	Date Completed	Total Cost
Seven Learning Pavilions	50,610	10/ 4/73	9/ 1/75	2,606,659
Additions to Science and Library Science and Library Alterations	103,633	7/24/74	8/23/76*	5,373,000
The Commons	15,187	7/28/75	1/23/77*	1,029,423
Physical Education	39,063	8/ 2/76	-	2,268,374
Commons Addition	9,117	10/18/76	-	468,972
Pavilion 4	9,838	11/ 1/76	-	631,515
			TOTAL	$ 12,377,943

*Partial Occupancy

Renovations

Convert Church to Dental Laboratory	$ 35,685	
TOTAL		$ 35,685

Site Work

Parking 101 Spaces	$ 90,000	
Conduit Installation	30,000	
Landscaping	50,000	
TOTAL		$ 170,000

Furniture and Equipment

Seven Pavilions	$ 230,000	
Phase IB - Library and Science Addition	520,000	
Phase IIA - Library and Science Alterations	315,000	
The Commons	236,000	
Physical Education	221,000	
Pavilion 4	26,000	
Addition to The Commons	66,000	
TOTAL		$ 1,614,000

GRAND TOTAL TAKOMA PARK $ 14,197,628

New Buildings

Germantown

Building	Gross Square Footage	Date Begun	Date Completed	Total Cost	
Building 1 Science/ Technology	65,148	5/24/76	-	$ 3,122,960	
Social Science/ Humanities	74,700	10/26/76	-	3,322,300	
Physical Education	36,346	-	-	-	
			TOTAL		$ 6,445,260

Site Work

Northern Access Road	$ 127,369	
Southern Access Road	163,368	
Landscaping	180,000	
Vehicle Compound	25,000	
Outdoor Athletics	100,000	
TOTAL		$ 595,737
GRAND TOTAL GERMANTOWN		$ 7,040,997

APPENDIX 7 (2)

Number of gross square feet	Fall 1966	Fall 1976*	% Increase
Takoma Park Campus	136,650	256,324	88%
Rockville Campus	287,797	632,209	120%
Germantown Campus	0	176,194	-
Total for College	424,447	1,064,727	151%

*Completed, or under contract or design, at present, including speech and music laboratories for the Takoma Park Campus and the physical education facility for the Germantown Campus

Total Funds Expended or Appropriated for College Capital Projects Since July 1, 1966
(Including County, State, and Federal Funds)

1. Rockville Campus

Architects	$ 631,147
Construction and Renovation	10,228,412
Furniture and Equipment	2,788,811
Site Development	762,113
Planning	15,000
Total for Campus	$14,425,483

2. Takoma Park Campus Redevelopment

Architects	$ 979,748
Construction and Renovation	12,682,840
Furniture and Equipment	1,604,225
Site Development	50,000
Planning	72,228
Total for Campus	$15,389,041

3. Germantown Campus

Architects	$ 690,900
Construction and Renovation	7,223,100
Furniture and Equipment	-
Site Development	900,000
Planning	200,000
Total for Campus	$ 9,014,000

4. Other Capital Projects

Takoma Park Prior to Redevelopment

Air Conditioning Science Building	$ 21,074	
Remodel Field House	14,348	
Convert Office to Dental Lab	11,044	
Physics Lab Furniture and Equipment	5,561	
Language Lab Air Conditioner	5,390	
Remodel Toilets and Locker Room	22,403	
Air Condition Science Building	11,273	
Remodel Technology Building, Dining Room and Business Education Area to Meet Fire Code	11,767	
Remodel Field House	3,993	
Parking Lot Construction	27,774	
TOTAL		$ 134,627

5. Special Projects

Portable Classrooms	$ 42,934	
Four Corners Feasibility Study (Now Small Schools Study)	120,000	
TOTAL		$ 162,934

6. Total: $39,126,085 ($23,517,911 County, $14,608,174 State, and $1,761,870 Federal)

Source: College Facilities Office

APPENDIX 8

Site Acquisition for College from June 1966

		Date Acquired	Square Feet
1.	Carroll Property, Takoma Park	1/ 9/69	21,868.0
2.	Hewitt Property, Takoma Park	11/24/69	11,800.0
3.	Martin Property, Takoma Park	11/10/70	7,743.5
4.	Liddil Property, Takoma Park	5/21/71	12,547.0
5.	Suplee Property, Takoma Park	4/26/72	22,500.0
6.	Kelly Property, Takoma Park	4/13/72	9,346.0
7.	Bison Property, Takoma Park	4/13/72	22,500.0
8.	Jordan Property, Takoma Park	4/21/72	7,295.0
9.	Church Property, Takoma Park	4/26/72	19,109.0
10.	Foley Property, Takoma Park	9/17/73	17,384.0
11.	Ballard Property, Takoma Park	9/16/75	9,500.0
		TOTAL	161,592.5 or 3.71 ac

		Date Acquired	Acres
1.	Keyes Property, Germantown	2/28/75	44.71
2.	Baker Property, Germantown	2/18/75	63.04
3.	Isen Property, Germantown	3/14/75	88.63
		TOTAL	196.4

		Date Acquired	Acres
1.	Route 355 land exchange, Rockville	7/2/74	.7
		TOTAL	.7

Total Funds for Site Acquisition Since July 1, 1966:

	Appropriated	Expended
County	$ 6,502,000	$ 5,280,432
State	1,075,000	943,805

Total acreage owned in June 1966:	90.7506
Total acreage owned in February 1977:	291.5623
Total acreage increase from June 1966 to February 1977:	200.8117
Percent increase in acreage owned:	221%

Source: College Facilities Office

APPENDIX 9

SALARY AND BENEFITS FROM FALL 1966

Salary	FY 1967	FY 1977
Full-time Faculty, Academic Year		
Median (or average) salary	$ 9,654	$18,98?
Salary schedule range	$4,600 to $12,925	$10,786 to $24,300**
Full-time Faculty, Summer Session		
Range per equivalent semester hour	$115* to $323*	$269 to $607**
Administrators, Twelve Month		
Median (or average) salary	$13,831	$27,738
Salary schedule range	$10,296 to $21,912	$14,067 to $31,380**
Staff, Twelve Month		
Median (or average) salary	$ 4,824	$10,855
Salary schedule range	$2,186 to $15,443	$6,462 to $29,379**
Part-time Faculty		
Range per equivalent semester hour	$115* to $323*	$230 to $365**

Source: Director of Personnel

BENEFITS ADDED OR IMPROVED SINCE FALL 1966

1. Released time and additional compensation for faculty established or expanded or systematized:

   a. Faculty Senate and committees
   b. Honors program
   c. Assembly chairmen
   d. Department chairmen, academic year and summer
   e. Program sponsors and coordinators, academic year and summer
   f. Coaching compensation for athletics
   g. Instructional improvement, academic year and summer
   h. Music and drama coaching
   i. Program development
   j. Various instruction-oriented summer projects
   k. Advising

2. Budgeted amount for sabbatical leaves increased from $14,500 in FY 1969 to $76,175 in FY 1972, to $108,224 in FY 1973, to $116,213 in FY 1974, and continues today but in lesser amounts

* Estimated
** Not including 2% COL

APPENDIX 9
(continued)

3. Full-time faculty authorized to teach in the off-campus credit program for additional compensation, and in non-credit program for additional compensation

4. Educational Assistance Program

5. Long-term disability and dental insurance and increased life insurance

6. Disability leave

7. Health maintenance (biennial health examination)

8. Percent of college payment for group benefits increased from 75 to 80 percent

9. Tuition waiver

Source: Supervisor of Budgeting
Director of Personnel

VARIOUS ASPECTS OF COLLEGE DEVELOPMENT AND DIVERSIFICATION

	Fall 1966 or Academic or FY 1966-67	Fall 1976 or Academic or FY 1976-77	% Increase
Number of credit courses	288	643	123%
Number of non-credit courses	0	(FY76) 551	-
Number of campuses	1*	3	200%
Number of off-campus locations for courses:			
Leased	0	2	-
Otherwise made available	1	70	6,900%
Number of volumes in campus libraries	37,500	118,000	215%
Number of non-book learning resources	700	76,840	10,877%
Number of graduates for the year	(FY66) 220	(FY76) 1,079	390%
Number of students enrolled for entire academic year	(FY66) 9,240	(FY76) 32,212	249%
Number of students enrolled for summer session	985	4,364	343%
Number of full-time teaching faculty	131	338	158%
Number of part-time teaching faculty	151	307	103%
Number of counseling faculty, full-time	10	26	160%
Number of librarians, full-time	7	13	86%
Number of learning resources faculty, full-time	0	7	-
Number of degree curricula	35	62	77%
Number of certificate curricula	0	10	-
Number of curriculum advisory committees	0	21	-
Number of persons on curriculum advisory committees	0	187	-
Number of gross square feet in campus buildings (completed or under construction): Takoma Park	136,650	256,324	88%
Rockville	287,797	632,209	120%
Germantown	0	176,194	-
Total	424,447	1,064,727	151%
Number of acres of college property	90.7506	291.5623	221%
Number of faculty, staff, administrator, and student members on governance committees of College and campuses			
Faculty	59	159	169%
Staff	1	49	4,800%
Administrators	1	32	3,100%
Students	9	55	511%
Total	70 + President	295+Pres.	321%

*In the fall of 1966, the policy of the Board of Trustees was that the Takoma Park Campus would be closed in the future; thus, in the fall of 1966, there was no policy or plan to continue to operate that campus in the future.

APPENDIX 10
(Continued)

VARIOUS ASPECTS OF COLLEGE DEVELOPMENT AND DIVERSIFICATION

	Fall 1966 or Academic or FY 1966-67	Fall 1976 or Academic or FY 1976-77	% Increase
Number of honors courses	7	11	57%
Number of exploratory courses	0	96	-
Number of review courses in English, mathematics, reading	0	5	-
Number of courses for credit by examination - offered	[illegible]	157	-
Number of courses taught by educational television	0	11	-

Source: Office of Institutional Research and Analysis

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